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Т. С. Путиловская**

INSIGHT INTO THE UK: LANGUAGE AND CULTURE



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INSIGHT INTO THE UK: LANGUAGE AND CULTURE

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Лингвострановедческое учебное пособие для развития коммуникативной компетенции в устном вербальном общении рассчитано на широкий круг обучающихся (прежде всего, студентов, а также старшеклассников и слушателей курсов), имеющих базовые языковые знания, речевые умения и навыки повседневного общения не ниже уровня А2+ по общеевропейской шкале. Пособие состоит из 10 учебных тематических блоков (Unit), каждый из которых включает в себя четыре раздела: I. Речевая практика; II. Ролевая игра; III. Приложение для чтения; IV. Глоссарий. Сочетание лингвострановедческой и прагматической ориентации пособия, широкий охват изучаемых тем, аутентичный материал, лексическая насыщенность учебных блоков, большое количество упражнений преимущественно речевого характера, а также нацеленность на формирование всех компонентов иноязычной коммуникативной компетенции позволят любым категориям обучающихся не только ознакомиться с современной действительностью страны изучаемого языка, но и свободно общаться на английском языке в различных ситуациях повседневного общения на уровне В1 – В2 в зависимости от индивидуального исходного уровня, что, в частности, способствует развитию академической мобильности.

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ПРЕДИСЛОВИЕ

Лингвострановедческое учебное пособие под названием “INSIGHT INTO THE UK: LANGUAGE AND CULTURE” предназначено для развития коммуникативной компетенции обучающихся в сфере устного вербального общения на английском языке. Пособие рассчитано на самый широкий круг читателей, имеющих базовые языковые знания и речевые навыки повседневного общения, соответствующие уровню A2+ по общеевропейской шкале уровней владения английским языком. Это, прежде всего студенты, изучающие общезыковой курс (General English), школьники старших классов, абитуриенты, слушатели различных программ и курсов, а также люди, самостоятельно изучающие язык и готовящиеся к зарубежным поездкам в страны, в которых английский язык используется для межнационального общения. Предлагаемое пособие представляет интерес и для тех, кто обучает иностранному языку, т.е. преподавателей вузов, учителей школ и преподавателей курсов по изучению английского языка.

Пособие состоит из 10 учебных блоков (Unit), каждый из которых соотносится с одной из предлагаемых для изучения тем: «Правила речевого поведения», «Люди и их жизнь», «Путешествие по Соединенному Королевству», «Магазины и покупки», «Прогулка по Лондону», «Еда и традиции приема пищи в Соединенном Королевстве», «Английские традиции и обычаи», «Свободное время и увлечения англичан», «Система образования в Соединенном Королевстве», «Политическая система и средства массовой информации Соединенного Королевства».

По своей структуре все учебные блоки идентичны. Каждый включает в себя четыре раздела: I. Речевая практика; II. Ролевая игра; III. Приложение для чтения; IV. Глоссарий. Основной частью каждого блока является раздел «Речевая практика», структура которого представлена в виде денотатной карты изучаемой темы. Каждый раздел в этой структуре соответствует определенному тематическому блоку и состоит из тематического списка слов, аутентичного текста познавательного страноведческого характера, диалогов, иллюстрирующих наиболее распространенные ситуации общения, а также системы упражнений, основную часть которых составляют коммуникативно-ориентированные речевые упражнения.

Раздел «Ролевая игра» имеет целью вовлечь учащихся в активную групповую деятельность в специально смоделированной для этого ситуации общения, активизируя тем самым полученные в процессе работы страноведческие и культурологические знания и выработанные речевые умения и навыки.

В разделе «Приложении для чтения» представлены различные материалы, взятые в основном из художественной литературы. Сюда вошли отрывки из литературных произведений, рассказы, шутки, пословицы,

поговорки. Этот раздел представляется авторам очень важным, т.к. знакомит учащихся с образцами английской и американской литературы, активизирует навыки чтения аутентичного художественного текста, которым уделяется крайне мало внимания в современной парадигме языковой подготовки студентов особенно неязыковых вузов.

«Глоссарий» призван облегчить пользователям работу с пособием. Он содержит наиболее сложные для понимания слова и выражения, их перевод и, в случае необходимости, транскрипцию.

При разработке данного учебного пособия авторы выбрали наиболее интересные для обсуждения темы, аутентичные текстовые материалы и образцы устной речи и наиболее частотные ситуации общения, которые возможны в иноязычной социокультурной среде.

Пособие направлено на формирование иноязычной коммуникативной компетенции обучающихся в совокупности всех ее компонентов: речевой, языковой, социолингвистической, интерактивной, межкультурной, стратегической, компенсаторной, когнитивной. Работа с предлагаемым учебным материалом позволит учащимся углубить языковые знания, отработать и довести до автоматизма многие речевые навыки, расширить словарный запас и знания о различных сферах жизни англоязычного социума, а также сформировать эффективные умения и навыки речевого общения с различными партнерами и в постоянно меняющихся условиях. Приобретенные при работе с пособием навыки подготавливают студентов к участию в деловом межличностном общении, способствуют успешному пребыванию в среде изучаемого языка и обеспечивают осуществление академической мобильности, которая так важна в системе высшей школы.

Сочетание лингвострановедческой и прагматической ориентации учебного пособия, широкий охват тем для изучения и направленность на формирование коммуникативной компетенции позволят обучающимся свободно общаться с носителями языка и со всеми людьми, которые используют английский язык как средство повседневного общения. Этому способствует и обширный тематический словарь, в котором используется метод толкования слов на английском языке на базе The Official Collins COBUILD Advanced Learner's Dictionary of British English, что дает возможность учащимся погрузиться в языковую среду и расширить свой лингвистический опыт.

Структура пособия, построенная по принципу относительной обособленности учебных блоков, как и структура каждого учебного блока, дает возможность изучать предлагаемый материал полностью или выборочно, варьируя при этом цели обучения.

Авторы.

INSIGHT INTO THE UK: LANGUAGE AND CULTURE

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THE MAIN CHARACTERS OF THE DIALOGUES, EXERCISES, AND ROLE PLAYS

The Simpson

Samuel Simpson

(aged 75, retired
lawyer, married
with three children)

Laura Simpson

(aged 73,
housewife,
married with
three children)

The Bennett

Frank Simpson

(aged 50,
mathematician,
Doctor of Science,
widower with one
child)

Barbara Simpson

(aged 46,
interpreter,
single)

Susan Bennett

(Simpson)
(aged 44,
housewife,
married with
two children)

David Bennett

(aged 47,
surgeon,
married with
two children)

Greg Simpson

(aged 28,
teacher,
married with two
children)

Joan Simpson

(Luts)
(aged 25,
accountant,
married with
two children)

Peter Bennett

(aged 20,
law student,
married,
no children)

Jane Bennett

(Carr)
(aged 19,
law student,
married,
no children)

Pamela Simpson

(aged 7,
a primary
school pupil)

Michael Simpson

(aged 6,
a primary
school pupil)

Judy Bennett

(aged 18,
college student,
single)

Their friends, colleagues, acquaintances.

UNIT 1

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I. SPEAKING PRACTICE

CONVERSATIONAL FORMULAS

1. Holding a Conversation

1.1. Modes of Address

ESSENTIAL VOCABULARY

Miss Bennet	– to a girl or a unmarried woman
Mrs Bennett	– to a married woman
Mr Bennett	– to a man
Ms	– a new mode of address to women of all ages (introduced because of feminists who didn't think it was right that titles for women distinguish marital status but for men don't; mostly used by younger women)
Sir	– to a man who is clearly older or more senior than oneself (also used by shop assistants, waiters, and very seldom by schoolchildren to men-teachers)
Madam	– used by shop assistants, waiters, etc., not used when addressing women-teachers
Doctor (Bennett)	– used alone only to medical practitioners; also when addressing a person with the degree of Doctor of Philosophy or Doctor of Science
Professor (Simpson)	– used either with or without the surname (simply "Professor" is more formal)
Ladies and Gentlemen	– to an audience
Mr Chairman	– to the chairman of a meeting
Madam Chairwoman	– to the chairwoman of a meeting

In practice the usual way of addressing a stranger, a waiter, a porter, a policeman, etc. is "Excuse me, (please)" without any form of address.

ADDRESSING PEOPLE

Manners are very important in every country but different countries have different ideas about what good behavior and good manners are. Nowadays, many people travel abroad, so it is important to learn a little about what to do and what to say in a foreign country.

A conversation usually starts by addressing a person. In Britain you can always know a foreigner by the way he addresses people. A small mistake, perhaps, to be found very amusing, may seem to an Englishman an unthinkable solecism. It is true that one addresses an audience of English people as "Ladies and gentlemen", but the singular of these vocatives is another matter. A foreigner would do best to stick to "Madam" and "Sir"; this is the only formally correct way to address strangers, though it is not at all commonly used by the English themselves. But if you mix freely with the English or read the latest English publications you will find a maddening number of variations on the use of "Sir" or "Madam" among the English themselves.

Waiters and waitresses, shop assistants and servants of both sexes say "Sir" or "Madam" to the people whom they are serving, but in private life they may not use these titles to anyone. You call "Waiter!", "Waitress!", or "Porter!" if you want service; you may call a female shop assistant "Miss" (though often she does not like it); and what you call a male shop assistant is impossible to say. Women, apart from the exceptions just mentioned, hardly ever call a man "Sir", unless he is very much their superior at work.

But what is one to call after a stranger who has, for example, dropped a glove while getting out of a train? Most people in such circumstances call out "I say!" or even "Hi!" In less urgent cases one usually says "Excuse me ..." without a vocative word.

Nearly all the older habits, however, are being overwhelmed by the habit of using Christian names alone. Even high-ranking civil servants or army officers will now use Christian names after a very brief acquaintance, and among the young of all classes the habit is so universal that sometimes they do not even know each other's surnames when they are quite well acquainted. The new habit has spread in social life, at work, in offices and factories. Another common way of referring to people (but not of addressing them) is to use Christian name and surname together.

EXERCISES

[1] *How would you address the following people?*

1. A girl of 7 (Pamela Simpson).
2. A married women with two children, aged 44 (Susan Bennett).
3. A stranger of 25 / 75.
4. A university professor (Frank Simpson).
5. A doctor who is examining you (David Bennett).
6. A man with a Ph.D (Richard Haze).
7. A friend of your own age (Peter Bennett) .
8. Peter Benett's farther / mother.
9. The director of the company you work for (Samuel Nott).
10. An older colleague (Charles Chambers).
11. An English audience.
12. An elderly woman in the street who seems to have lost her way
(you want to help her).

1.2. Greetings

ESSENTIAL VOCABULARY

(Good) morning!	– until lunch-time (12–2 p.m.)	in(formal)
(Good) afternoon!	– until 5–6 p.m.	
(Good) evening!	– until 10–11 p.m.	
Hello!		informal

Words of greeting if addressed to some acquaintances are often followed by such expressions as

Haven't seen you for ages!	formal/ informal
It's good/How nice to see you again!	
I'm glad we've met!/Glad to meet you!	
How are you?	

Inquiry after a person's state or health

How are you keeping/getting on?	informal
How's life treating you?	
How are things (with you) ?	
How is it going?	

Possible replies:

(I'm) very / fairly / quite well, thank you.	formal/ informal
Not too /so bad / well, (thank you).	
All right, thank you.	
A bit tired, otherwise all right.	
(I'm) fine, thanks.	informal
Pretty good/fair, (thanks).	
O.K., thanks.	
Can't complain.	

*These replies are usually followed by "And how are you?"
Avoid saying simply "Thank you" or "Thanks" in this situation.*

GREETING PEOPLE

Greeting people in a foreign language is not so simple as it may seem. There are many ways of saying "Hello" in English and the difficulty is to choose the right way at the right time. You would always say "Hello" to a friend.

If you want to inquire after a person's health you merely ask, "How are you?" (but not "How do you do" which is used when people are introduced to each other). The answer might be, "Very well, thank you", or perhaps, "Thank you, not so well", or any other conversational formulas.

Of course, there are other ways of greeting a person. For instance, on coming to see or meeting people you know you might say "Good afternoon" or, perhaps, "Good morning", or "Good evening", but not "Good day", which is a curt dismissal.

ILLUSTRATIVE DIALOGUES

[1] *Peter meets his University friend Tom.*

Peter: Hello, Tom. How are you?
Tom: Fine, thanks, Peter. And you?
Peter: Oh, pretty good, thanks.

[2] *Mrs Simpson meets her neighbour Mr South.*

Mrs Simpson: Good morning, Mr South. How are you?
Mr South: Very well, thank you, Mrs Simpson. And how are you?
Mrs Simpson: I'm very well, too, thank you.

EXERCISES

[1] *Choose the best answer.*

1. When you meet someone whom you know very slightly (in the morning) you say:
a) How do you do. b) Good morning. c) Hello.
2. When you meet an acquaintance at about 12.30 p.m. you say:
a) Good morning. b) Good afternoon. c) Hello.
3. When you come into a room where there is a group of your fellow-students, you say:
a) Hello, everybody. b) Hello. c) Morning.
4. When a senior colleague asks, "How are you?", you reply:
a) O.K., thanks. b) Thank you. c) Very well, thank you.
5. When your hostess says, "Nice to see you", you reply:
a) The same to you. b) It's a pleasure. c) Nice to see you too.

[2] *Greet the following people:*

1. A close friend called Mike.
2. An elderly neighbour (Elsie South) at 3 p.m..
3. Your parents, on arriving home in the evening.
4. A group of fellow-students.
5. Your sister.
6. Your doctor to whom you have come for examination (David Bennett).
7. Your University professor (Frank Simpson).
8. Your business colleague (Henry Watson).

[3] *Respond freely to the following:*

1. Hello! How are you?
2. Hello! How are you keeping?
3. Good morning.
4. How is it going?

[4] *Make up a dialogue for the following situation:*

Mrs Jones is visiting London on business. She has been invited to a party by Mr Bennett. When she arrives, Mr Bennett greets her, then introduces her to his wife Susan and a colleague of his, Henry Watson.

1.3. Introducing People and Opening a Conversation

ESSENTIAL VOCABULARY

Before introducing:

I don't think / believe you've met Susan Bennett.	formal
Have you met /Do you know Frank Simpson?	informal

Introducing a person:

May I introduce Mr Bennett?	formal
Let me / Allow me to introduce Mrs Bennett.	
I'd like you to meet Mr Simpson.	
This is ...	informal

Introducing oneself:

May I / Let me introduce myself. I'm	formal
I haven't introduced myself, have I? My name is	informal
Hello (there). I'm	

Possible replies:

How do you do. (old-fashioned, rarely used nowadays)	formal
Hello!	informal
Glad / nice / pleased to meet you.	

INTRODUCING PEOPLE

Being in Britain, it is very important to know how to introduce people. There are some rules of introduction which are useful to remember: a man is introduced to a woman unless he is much older and more senior; young men are introduced to older men; old friends are introduced to newcomers; young women are introduced to older women. Men always stand when introduced, ladies may remain seated.

As a rule when introducing one says something like: "Mrs Bennett, may I introduce Mr Hogart?" and then turning to Mr Hogart simply says: "Mrs Bennett". That is all that is necessary, but one may add: "Mr Hogart has just returned from a visit to Spain", or some other bit of information which will give the introduced person a chance to start a conversation.

When you are introduced to a person you always say, “How do you do” Now that doesn’t mean that you are actually interested in the state of health of the person you are being introduced to. The proof of this is that the other person does not answer your question, but in turn asks you the same question which you don’t answer either. True enough “How do you do” sounds quite formal and rather old-fashioned, so occasionally, when strangers are introduced to each other, they might use the more familiar “Glad to meet you!” or even “Hello!” instead of the stiff and formal “How do you do”. It is very good to add the name of the person introduced: “I’m very glad to meet you, Mr Bennett”. If you did not remember the name it is perfectly all right simply to ask: “What was your name, please?” or “Could you kindly repeat (give) your name?”

Handshaking is rather rare in Britain but it is the correct thing to do on the Continent. British people occasionally shake hands especially when formally introduced, but they don’t shake hands with people they see often. Instead they smile and say: “Good morning”, “Good afternoon”, “Good evening”, etc. When two businessmen meet, however, they usually shake hands.

ILLUSTRATIVE DIALOGUES

[1] *Peter comes to the party given by his friend John.*

John: Hello, Peter. Nice to see you. Come on in!
Peter: Thanks.
John: By the way, do you know Andrew?
Peter: No, I don’t think so.
John: Peter ... Andrew.
Peter: Hello, Andrew. Nice to meet you.

[2] *Mr Bennett is at a business conference.*

Mr Collins: Good afternoon, Mr Bennett. So pleased you could come.
Do come in, won’t you?
Mr Bennett: Thank you.
Mr Collins: I don’t think you’ve met Miss Lee, have you?
Mr Bennett: No, I don’t believe I have.
Mr Collins: Miss Lee, I’d like you to meet Mr Bennett.
Mr Bennett: How do you do, Miss Lee.
Miss Lee: How do you do, Mr Bennett.

[3] *Frank Simpson attends a scientific conference.*

Mr Simpson: Excuse me, is anyone sitting here?

Mrs Carter: No, of course not.
 Mr Simpson: Thank you. What do you think of the conference so far?
 Mrs Carter: Oh, it's very interesting, actually.
 Mr Simpson: Yes, I agree. Oh, perhaps I should introduce myself. I'm Frank Simpson from Cambridge.
 Mrs Carter: How do you do, Mr Simpson. I'm Jane Carter from Bath.
 [they shake hands]
 Mr Simpson: How do you do, Mrs Carter. Pleased to meet you.

EXERCISES

[1] *Introduce*

1. A close friend Ted to your mother.
2. Yourself to a new colleague.
3. Your friend Jim to your University professor Mr Simpson.
4. Your friend John to your wife / husband / brother.
5. Your colleague (Catherine Jones) to your parents.

[2] *You have invited the following people to a dinner party: Peter and Jane Bennett (your friends from Britain), Jim Bradley (your University friend).*

Introduce them to

1. Each other.
2. Your parents.
3. Your sister or brother.
4. Your neighbour (Frieda Witham) who dropped in to inquire about your father's health.

[3] *Make up a dialogue for each of the following situations:*

1. You see someone at a party who looks very interesting. Go up to this person and introduce yourself.
2. You are at a party with your girlfriend / boyfriend. You want to introduce her / him to your senior colleague. What do you say?
3. Peter and his wife Jane are walking through the park when Peter meets an old friend of his, Steven. They greet one another and Peter introduces Jane to him.

1.4. Talking about Weather

ESSENTIAL VOCABULARY

It's a beautiful/fine/nice/sunny/bright day, isn't it?	formal
It's rather cold/cool/warm/frosty/windy/hot, don't you think?	
It seems a dull/wet/gloomy/misty/rainy day, doesn't it?	
Lovely/marvellous/nice/warm day, isn't it?	informal
Shocking/wet/dull day, isn't it?	
Rather nasty out!	

Possible replies:

Yes, indeed / it certainly is. / (it is) rather / horrible.	formal/ informal
Yes, the weather is improving, I should say.	
Yes, I expect we'll have a fine day.	informal
I hope / Let's hope it continues / goes on like this for a few formal more days	
They say it is going to continue like this until ...	
Let's hope it stays like this.	
Keep your fingers crossed it keeps like this.	
I'll be glad when we get a bit of sun for a change.	

TALKING ABOUT WEATHER

When two Englishmen are introduced to each other, if they can't think of anything else to talk about, they talk about the weather. People talk about the weather more in Britain than in most parts of the world. British people say: "Other countries have a climate, in England we have weather". The weather in Britain changes very quickly. One day may be fine and warm and the next day may be wet and cool. That is why, perhaps, the weather is considered a safe topic of conversation.

Foreigners are often amused that the English spend so much time discussing the weather. The reason is not simply that the weather in Britain is variable, but that the English are usually reluctant to converse about personal matters with people who are not their friends or relatives. If you do not know each other well enough to talk about personal matters, you can at least sound friendly by talking about the weather. When two people meet in the street they

will often say something about the weather as they pass, just to show their friendliness. Thus, “Lovely day” or “Rather cold for this time of the year” is a typical neighbourly exchange.

Mentioning the weather can be a useful and inoffensive way of starting a conversation with a stranger at a bus-stop or in a train.

ILLUSTRATIVE DIALOGUES

[1] *Jane meets her friend Sally in the bus.*

Jane: Hi, Sally. Shocking day, isn't it?

Sally: Yes, horrible. I'll be glad when we get a bit of sun for a change.

[2] *Mr Bennett meets Mrs Jennings, one of his patients.*

Mr Bennett: Good morning, Mrs Jennings. How are you this morning?

Mrs Jennings: I'm quite all right, thank you, Mr Bennett. And how are you?

Mr Bennett: Fine too, thank you. Nice day, isn't it?

Mrs Jennings: Absolutely lovely. Much warmer than yesterday, I believe, though a bit misty. Have you read the weather forecast for today, by the way?

Mr Bennett: Yes, I have. It says that the early mist is to clear before noon and the rest of the day will be bright and sunny with the temperature between 13° and 15 °C.

Mrs Jennings: Good, and what is the outlook for tomorrow?

Mr Bennett: It says there will be little change, so I believe we may have a few fine days after all.

Mrs Jennings: Splendid! A fine week-end is just what we all need, don't we?

Mr Bennett: Oh, yes, quite true. Good-bye, Mrs Jennings.

Mrs Jennings: Good-bye, Mr Bennett.

[3] *Peter Bennett meets Professor Jones on his way to the University*

Peter Bennett: Good morning, Professor.

Professor Jones: Good morning, Peter.

Peter Bennett: Nice and bright this morning.

Professor Jones: Yes. Quite different from the forecast.

Peter Bennett: Apparently it's going to rain.

Professor Jones: Let's hope it keeps fine all day long.

EXERCISES

[1] *Respond freely to the following:*

1. It seems to be clearing up.
2. It's good to see the sun again.
3. Apparently it's going to turn colder.
4. Fairly warm for the time of year.
5. Let's hope it keeps fine for the weekend.
6. I don't think the rain will last.
7. How do you like the weather? It's quite different from the forecast.

[2] *Complete the open dialogue.*

A.: Good afternoon. How are you today?

B.:

A.: I'm more or less all right, thanks. Lovely day, isn't it? Did you hear the weather forecast for today?

B.:

A.: Good. And what about the outlook for tomorrow?

B.:

A.: It doesn't sound promising. We'll have to carry our umbrellas and raincoats again.

[3] *Make up a dialogue for the following situations:*

1. You meet your friend Alan in the street. Greet him and make a comment about the weather.
2. You meet your former school teacher Mrs Jamieson. Greet her. Reply to her comment about the weather.

1.5. Leave-taking

ESSENTIAL VOCABULARY

Introductory phrases:

(I'm afraid) I must be going (now). formal /

Now I must be off. informal

Words of parting:

Good-bye (till tomorrow / for the time being / for the present)!

See you later/ tonight / Friday week / on Monday / next week.

Good night!

So long! / Bye-bye! / Cheerio!

formal /

informal

informal

Words of remembrance:

(Please) give my (kind / best, etc.) regards to / my love to /
my best wishes to

(Please) remember me to

LEAVE – TAKING

Leave-taking is the final step in holding a conversation. Before taking a leave, people usually come out with some introductory phrase such as “I’m afraid, I must be going”. Only then do the words of parting follow. It is surprising how few people say “Good-bye” in Britain. Perhaps there is something a bit final about it. Happily in English there are a great many ways of avoiding “Good-bye”. You can shorten it to “Bye-bye!”, “So long!”, or you can say “Cheerio!” or “See you later”. After that, you may ask the person you are parting with to remember you to his or her relatives or friends whom you know, or to give them your regards or best wishes.

There are other things to say such as “Must fly!”, for example. You can say, “Well, mustn’t keep you.”, or “I’m off”, or “I’ll be getting along now”.

If it is night and you are going to bed you will say, “Good night!”, and this is indeed what most people say. But no one thinks of “Good night” as being final.

So in the UK one can hardly do without knowing the established rules of holding a conversation and the ABC of good manners of communicating with people.

ILLUSTRATIVE DIALOGUES

[1] *Jane is leaving Pamela’s party.*

Joan: Well, thanks for coming, Jane, and see you soon.

Jane: Yes, fine. Cheerio, then, Joan.

Joan: Cheerio. And give my regards to Peter and his parents.

Jane: Yes, will do. ‘Bye, and thanks again.

[2] *David Bennett is leaving a party given by a business acquaintance of his, Mr Manson.*

Mr Bennett: I’m afraid I must be going.

Mr Manson: Must you really?

Mr Bennett: Yes, I’m afraid so. I’ve got some urgent work to do.

Mr Manson: Well, I won’t keep you then. Thank you very much for coming,
Mr Bennett, you really must come again, you know.

Mr Bennett: Thank you. I'd like that. Well, good night, then, MrManson.
 Mr Manson: Good night. And please give my best wishes to Mrs Bennett when she returns from her parents.
 Mr Bennett: Yes, I will. Certainly. Good night and thank you again for a most enjoyable evening.
 Mr Manson: It's a pleasure.

[3] *Peter and Jane are going on a holiday. He comes to say good-bye to his friend John.*

Peter: I've come to say good-bye to you.
 John: What time are you leaving?
 Peter: Our train leaves at 9.30
 John: Well, good-bye, and have a good journey.
 Peter: Good-bye. See you in a fortnight.

EXERCISES

[1] *Say good-bye*

1. To a friend who is going away for a long time.
2. Very casually to a friend called John.
3. To someone you'll see in the evening.

[2] *Reply immediately to the following phrases*

1. Good-bye.
2. Cheerio.
3. All the best.
4. See you Sunday week.
5. Remember me to your mother.
6. Good-bye and good luck.
7. Good night.
8. Give my love to Pamela and Michael.

[3] *What would you say*

1. When leaving your friend's house after a party at about 11 p.m.?
2. To Professor Chambers who is leaving for home after a short stay in your town?
3. To your colleague with whom you have been discussing your work?
4. When leaving your friend whom you have arranged to meet at the airport?

5. When leaving your parents whom you've come to see for the weekend?

[4] *Ask the person whom you are leaving to convey greetings to the following people:*

1. his / her parents (whom you know fairly well).
2. Sally (a mutual friend of your own age).
3. Dr. Sheldon (a research-worker whom you have met once at the conference).
4. His wife / her husband (whom you know slightly).

[5] *Make up a dialogue for each of the following situations:*

1. Peter Bennett has been giving a party at his flat for some of his fellow students. One of them, Clive, is about to leave. He has to catch the train home.
2. Mr Simpson has been giving a small dinner party for some business friends and acquaintances. One of them, Miss Wright, is about to leave. Her car has broken down, and she will have to go home by bus. Mr Simpson thanks her for coming and hopes she will come again soon.
3. Jane is about to leave Ruth's flat where she dropped in for a chat with her school friend. Ruth wishes to be remembered to Jane's husband, Peter.

2. Expressing Opinion

ESSENTIAL VOCABULARY

2.1. Asking Someone's Opinion

What do (did) you think of / (about) ... ?	formal / informal
What do you feel about ... ?	
What's your opinion of / about ... ?	
How do you find ... ?	

General ways of expressing opinion

I think (thought) / believe / feel / consider (that) ...	formal / informal
In my opinion / view ...	
If you ask me ...	colloquial

2.2. Expressing Agreement, Partial Agreement, Disagreement

Agreement

Yes, I (quite / fully / entirely) agree (with you). So do I. (In response to “I think / believe”, etc.) I think so too. You know, that’s exactly what I think. What you say is perfectly true. That’s my way of looking at it too / a fine way of putting it. That’s true / just what I think / exactly my opinion. I am of the same opinion. It goes without saying that ... It really looks like that.	formal / informal
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Partial agreement

I agree with you up to a point / in a sense / in a way (but...) I see what you mean, but ... That may be true, but (on the other hand) ... If you say so. That’s one way of looking at it, but ... Well, possibly, but ... There may be something in what you say, but ...	formal / informal
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Disagreement

I don’t agree / disagree (with you) there / think so. I’m afraid. I can’t agree (with you) (there). I think you’re mistaken. I’ve got some reasons to disagree. I wouldn’t say that (exactly). Not at all. / Not in the least. / Nothing of the kind. I disagree entirely.	formal / informal
Nonsense. / Rubbish. / (That’s) ridiculous (direct and abrupt)	colloquial

Ways of softening disagreement

Well, ...
Personally, ...
As a matter of fact, ...
Oh, I don’t know.
Do you really think so?

2.3. Expressing Approval / Disapproval

(What a) good idea!	formal / informal
That's an excellent idea!	
Good! / Wonderful! / Excellent! / Splendid! / Fine!	
I'm sure you did right / that was the right thing to do.	
How sensible / wise / thoughtful (of you)!	
(That's) very clear / wise, etc. (of you)!	
Good for you!	
Well done!	formal / informal
That's not a very good idea / a very nice thing to say.	
You shouldn't do / have done that.	
What for? / Whatever for?	
That's silly / thoughtless /selfish (of you)!	
How could you!	
You should / ought to be ashamed (of yourself)!	
It's (all) your fault.../ You're (the one) to blame (for...)	

2.4. Expressing Indifference

It doesn't matter (to me).	formal / informal
I don't (really) care (when / where / who, etc.) ...	
It makes no difference (to me).	
What difference does it make?	
I'm not really interested ...	
(Oh,) really?	
Is that so?	

EXPRESSING OPINION.

To communicate with other people successfully we should be able to express our opinion properly. Quite often we try to argue our opponents into or out of this or that opinion. But an argument is not a quarrel, though J.Swist said that argument was the worst sort of conversation. Originally to argue meant to make clear, thus to show, to prove, to give evidence. To win an argument properly, one should have both knowledge that gives evidence and good powers of reasoning.

One must remember that mere assertion has no value in argument. People disagree on a great many questions, but often they disagree because they have not thought enough about these questions.

In Britain, there are certain rules and manners of expressing opinion. One thing you must learn is that you must never really learn anything. You may hold opinions – as long as you are not too dogmatic about them – but it is just bad form to know something. You may think that two and two make four, you may rather suspect it, but you must not go further than that. “Yes” and “no” are about the two rudest words in the language.

When someone tells you some good or bad news one should say, “Oh, really”. It is quite all right if the piece of news doesn’t affect you. But if you just say “Oh, really?” when a friend tells you she has just got married it doesn’t sound very enthusiastic. If someone tells you good news or bad news, it can be embarrassing if you can’t make a quick or suitable reply.

If it is something important, like marriage, a birth, a success like passing an exam, “Congratulations!” is the phrase to use. But if the news isn’t so important, it sounds too formal. What do you say, for example, in case someone has been clever enough to make a broken tape recorder work or work out a difficult mathematical problem? Probably “Good for you!”, or “Well done!” is what you need. What if someone tells you something that makes you feel envious, for instance, that he has found money in the street? Your reply would be “Lucky you!” or “Some people have all the luck!”.

But when someone announces you anything that is too serious to laugh about, “I’m sorry!”, or “I’m sorry to hear that!” is the usual response. Being really shocked you will say “How terrible (sad, awful)!”. If it is serious, for instance, when someone has slipped on a banana skin and fallen on the pavement, the reaction is “Poor you!” or “Bad

(hard) luck!”. But if you are not sympathetic when someone tells you his bad news, you can say “It serves you right!”.

ILLUSTRATIVE DIALOGUES

[1] *Peter speaks about Latin with his friend John.*

Peter: What do you think of Latin, John?

John: I don’t believe it will ever become a world language.

Peter: Why not? Lots of people are learning it.

John: Not compared with those who are doing real languages. Latin is too artificial. It is only for those who deal with medicine, law, or languages.

Peter: You’ve got a point there. But on the other hand it’s much easier to learn than other languages, much more systematic and logical.

John: That's certainly an advantage. But there's no incentive to learn it as long as nobody actually speaks it. You can't use it as a means of communication.

Peter: Still, I think it should be taught at school.

John: Do you really? In my opinion there are too many subjects on the school curriculum already.

[2] *David Bennett has a business meeting with his colleagues at the hospital.*

Mr Bennett: So that's the proposed plan. Now may I ask for your opinions about it, Mr Bull?

Mr Bull: Well, Mr Bennett, in my view it's excellent – just the sort of thing to get the hospital moving again.

Miss Cole: Yes, that's exactly my opinion. And it's certainly a great improvement on the previous one.

Mr Bennett: Yes, I agree, Miss Cole. A great improvement. I hope it will encourage our colleagues to work more efficiently.

[3] *Frank Simpson speaks to his University colleague during the break between classes.*

Mr Grabb: I think the economic situation in the country is becoming worse. Inflation is up again. Unemployment is still growing. If you want my opinion, Mr Simpson, the sooner we change the present government the better.

Mr Simpson: Well, I'm not so sure I agree with you, Mr Grabb. In my view they've done more for us than the last cabinet.

Mr Grabb: No, I disagree entirely, Mr Simpson. We were far better off under the previous government.

.

[4] *Peter and Jane are discussing their plans for the weekend.*

Peter: What do you feel like doing this weekend, Jane?

Jane: This weekend? Well ... how about going to the disco?

Peter: To the disco? Oh, no! I can't dance.

Jane: Come on, Peter. Anybody can dance.

Peter: Er ... no, not me. I'd prefer to see some film, let's say a Western.

Jane: I can't stand Westerns! And what about going to that new Chinese restaurant not far from the University?

Peter: Yes, a splendid idea. I like Chinese food very much.

Jane: Yes, me too.

[5] *Samuel and Laura Simpson are watching TV at home.*

Samuel: There's a programme about horse racing on television at six o'clock.

Laura: Sorry, but I can't say I'm very interested. I'd rather see a programme for women.

[6] *Susan Bennett invites her husband to dinner.*

Susan: Shall we have dinner now or would you finish your work first?

David: It makes no difference to me.

[7] *Judy Bennett asks her new college mate who has just come to England about his first impressions of the country.*

Judy: What do you think of life in England?

Philip: If it wasn't for the climate, I'd like it very much.

Judy: Don't worry. You'll soon get used to it.

EXERCISES

[1] *Ask someone's opinion about the following, using proper names. The person asked then replies.*

1. A well-known writer.
2. A TV programme.
3. A famous singer.
4. Somebody's English.
5. A theatre performance.
6. The economic situation in the country.
7. The last football match.

[2] *Express your opinion about the following:*

1. The climate of your home town.
2. Women politicians.
3. Smoking and health.
4. Young married couples living with their parents.
5. Violence shown on TV.
6. Modern music.
7. The latest fashion for men / women.
8. Computers in modern life.
9. Your progress in English.
10. Summer schools for youngsters abroad.

[3] *Agree or disagree to the statements.*

1. It's hard to convince others if you are not convinced yourself.
2. It's never late to study.
3. The habit of reading is dying because of the cinema and TV.
4. Space exploration is of no use to the present generation.
5. One does not get tired if the work is interesting.

[4] *Express approval in response to the following statements. Use the hints given in brackets.*

1. I decided to make a copy of the letter in case the original gets lost.
(sensible)
2. Here, take this. I always have an extra pen. Just in case, you know.
(wise)
3. As my car was insured the repair didn't cost me a single penny, but I sold it anyway. A repaired car is never as good as a new one. (did right)

[5] *Express disapproval in response to the following statements. Use the hints given in brackets.*

1. It's absurd! I just said she was five years older than Aunt Barbara.
(women don't like any mention of their age)
2. They asked me to make all the arrangements for the presentation.
(it's not your job)
3. Sue talks and talks without stopping. Nobody can get a word in when she is talking. I don't want to have her at the party. (she gave you a very nice present for your last birthday)

[6] *Express polite indifference and add an explanation, using the words in the brackets.*

1. The Royal Ballet isn't coming here on tour after all. (not interested in ballet)
2. Western Road is closed to traffic. (not go to work today)
3. The petrol price has gone up again. (not get a car)
4. The television isn't working. (no time to watch)

[7] *Make up short dialogues for each of the following situations:*

1. Your friend has just seen the new James Bond film. Ask him / her for an opinion of it.
2. A stranger at a party says that young people nowadays have no manners. Agree or disagree with him / her politely.

3. Greg Simpson is driving very fast on a bumpy country road. Joan Simpson addresses him disapprovingly and says he ought to be driving more carefully.
4. Barbara tells her colleague Mary that Amelia Cotton is marrying her director. Mary expresses indifference saying she doesn't care who Amelia is marrying.

3. Speaking on the Telephone

ESSENTIAL VOCABULARY

Answering a telephone call

Hello! / Yes / (David Bennett) speaking. / Inquiry office. Who's calling please?	formal / informal
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Starting a telephone conversation

(This is) Mr Bennett speaking / calling. Can / Could I speak to ... ?	formal / informal
--	----------------------

Possible replies

Sorry, wrong number. / You must have the wrong number. I'm afraid you have the wrong number. What number were you calling?

Can you hold on? / Hold the line, please. I'll see if he / she is in. Sorry to have kept you waiting. He / She is out at the moment. Is there any message?	formal / informal
--	----------------------

Leaving a message

Could you take a message? / I leave a message? / I'll call back later. / Will you ask him / her to call ... ?	formal / informal
--	----------------------

Complaining about connection

Could you speak up, please? Are you there? We had a very bad connection. We were cut off completely. There seems to be some interruption in our connection with ...	formal / informal
---	----------------------

Caller – Operator

Caller:

Could you put me through to ...

I want to book / to place a call to Glasgow for 10 p.m.

formal

Operator:

Are you through?

What extension, please?

Would you like to make it station-to-station / personal
(person-to-person) / an A.D.C.?

formal

Caller:

(May I have) extension 214, please.

I just want (make) a station-to-station / personal (person-to-person) / an A.D.C. call.

formal

SPEAKING ON THE TELEPHONE

The techniques of telephoning and good telephone manners are very much the same in all countries. Here are some of them. When talking on the telephone, speak clearly. Make sure that your conversation with a busy person is as brief as possible. When you get a wrong number don't ask, "What number is this?" It is good manners to ask, "Is this three-eight-four-double five?" If not – apologize. Always identify yourself when making a call, especially if you are calling on business, for example, "This is Mr Bennett. Could I speak to Mr Smith?". If you have a visitor don't keep him or her waiting long. The best thing to do is to say you are busy at the moment and ask, "May I call you back in a little while?" But don't forget to do so. And, finally, one more rule: If you make the call, you should terminate it yourself.

When giving numbers to an operator, read each figure separately. We usually give telephone and fax numbers as individual digits. Zero is read as "Oh". When the same figures occur together, the word "double" is used. 705844 is read as "seven oh five eight double four", 8867999 can be said as "double eight six seven nine double nine". A.D.C., which stands for "advise duration and charge", means that when the call is finished the operator rings you back to tell you how much it costs.

Directory Enquiries give information about numbers both in the UK and abroad. Personal calls are made to a particular person. A fixed charge is made for the service, but you do not pay for the time taken to find a person. If he is not there the call is tried again later without further charge. Trans-

ferred – charge calls are paid for by the person receiving the call rather than the caller.

Some of the telephone services available are Emergency calls to the Fire Brigade, Police and Ambulance Service, for which you should dial 999.

Shops and restaurants do not allow customers to use their office telephones, but some have payphones and there are boxes in the street and in public buildings.

ILLUSTRATIVE DIALOGUES

[1] *Mr Coke phones Mr Bennett in the hospital.*

Secretary: Seven three nine double oh nine.

Mr Coke: Good evening. Can I speak to Mr Bennett, please?

Secretary: Sorry, Mr Bennett is on the other line. Will you wait, please?

Mr Coke: All right.

Secretary: Sorry to have kept you waiting. I'm putting Mr Bennett on the line.

Mr Coke: Thank you.

[2] *Mr Bennett phones his colleague in the hospital.*

Operator: Good morning.

Mr Bennett: Good morning. May I have extension five oh three, please?

Operator: Busy. Will you hold on please?

Mr Bennett: Yes, thank you.

Mr Bennett: May I speak to Mr Wilkins, please?

Secretary: I'm sorry, but Mr Wilkins isn't in now. Is there any message?

Mr Bennett: No, I'll call again later.

Secretary: May I have your name and telephone number?

Mr Bennett: Yes, I'm Bennett, my telephone number is 703596.

[3] *Judy phones her college mate Deborah.*

Judy: Please, may I speak to Deborah?

Voice: To whom? There is no one called Deborah here. I think you've got the wrong number.

Judy: Oh, dear! I'm sorry. Isn't that Mr Martin's house?

Voice: No, it isn't. This is Kentwood 2167. Kindly be more careful next time.

Judy: Oh dear. I got the wrong exchange ...

[4] *Susan Bennett phones her parents from Brighton.*

Operator: Number please.

Susan: I'd like to make an A.D.C. personal call to 031 587 9003, please.

Operator: What's the name of the person you are calling, please.

Susan: Mr or Mrs Simpson.

Operator: What number are you calling from?

Susan: Brighton 36829.

TOPICAL TELEPHONE CONVERSATIONS

[5] *Mr Bennett phones Mr Wilkins home to make an appointment for a game of tennis.*

Mr Bennett: The reason I phoned, Mr Wilkins, is to ask if you'd like to play a game of tennis with me tomorrow afternoon.

Mr Wilkins: Well, that's very kind of you, Mr Bennett, and I'd love to, but it's impossible. I'm afraid I have to go to a conference in Glasgow.

Mr Bennett: Oh, that is a pity!

Mr Wilkins: I agree, but we could play next week instead. If that's all right with you? What about Thursday?

Mr Bennett: Thursday? ... Just a moment, Mr Wilkins, I'll just look through my diary. Yes, Thursday's fine.

Mr Wilkins: Oh, excellent, Mr Bennett. I look forward to it.

[6] *Mr Wilkins invites Mr Bennett to a dinner party.*

Mr Bennett: This is Mr Bennett speaking.

Mr Wilkins: Good afternoon, Mr Bennett. This is Wilkins.

Mr Bennett: Oh, good afternoon, Mr Wilkins.

Mr Wilkins: The reason I phoned was to ask if you'd care to attend a small dinner party I'm giving for one or two colleagues.

Mr Bennett: Yes, with pleasure. But when exactly?

Mr Wilkins: Well, I was thinking of some time tomorrow, perhaps?

Mr Bennett: Oh, yes! I'd be delighted, Mr Wilkins. Thank you very much indeed.

EXERCISES

[1] *Fill in the missing remarks.*

1. A: May I speak with Mr Bell?

B:

A: Could I leave a message for him?

B:

2. A:
B: Hold on, please. I'll see if he is in.
3. A:
B: This is 520-4821. But there is no one by the name of Scott here.
4. A: I want to place a call to Belfast.
O:
A: 68743
O: Do you want an A.D.C. call?
A:

[2] *In what situations would you say the following?*

1. Let me consult my diary.
2. Could you give me an alternative date?
3. We're looking forward to seeing you next Sunday.
4. Yes, I'd be delighted to accept your invitation.
5. Thanks awfully, but I'm afraid I've got a lunch appointment for this-time.
6. Yes, that would be splendid. I'd love to.
7. Good, see you on Sunday, then.
8. That suits me perfectly.

[3] *What would you say in reply to these remarks?*

1. This is Mr Simpson speaking. I would like to make an appointment with Mr Smith.
2. Hold on, please. I'll see if Mr Bennett is available.
3. If you're ever in London we'd love to see you.
4. There's something I'd like to talk to you about. When can we meet?
5. I wish I could, but I've promised to go with my children to the circus.

[4] *Ask a friend what the proper thing to do is when*

1. You are calling on business.
2. You get a wrong-number call.
3. You are calling through extension.
4. You call a person and he is out.
5. You started the telephone conversation and want to terminate it.

II. ROLE PLAY

SITUATION

An International Congress is held in London. The theme of the Congress is “How to Survive in Modern World”. Specialists in different branches of science come to London from various countries of the world to participate in the Congress. They all meet at Heathrow Airport.

CHARACTERS

1. Philip Wilson, ecologist, Representative of the Organizing Committee of the Congress, Oxford, UK.
2. David Bennett, surgeon, Representative of the Organizing Committee of the Congress, London, UK.
3. Steven Miller, psychologist, San Francisco, USA.
4. Mika Tolonen, environmentalist, Helsinki, Finland.
5. Margaret Wulf, psychiatrist, Berlin, Germany.
6. Claire Berge, economist, Paris, France.
7. George Ferguson, sociologist, Bern, Switzerland.
8. Nick Melnik, journalist, Moscow, Russia.
9. Barbara Simpson, interpreter, London, UK.

ROLE CARDS

1. Philip Wilson

He is to meet the guests at the airport together with David Bennett and Barbara Simpson. He has the special emblem of the Congress to make it easier for the guests to see him. Steven Miller from the USA, Nick Melnik from Russia, and George Ferguson from Switzerland recognize him by the emblem and come up to him. Nick Melnik turns out to be known to Philip. Several years ago Nick interviewed him. Philip gets acquainted with the participants of the conference and inquires about the flight. Then he introduces Barbara Simpson, the interpreter, and the guests to each other. Barbara Simpson helps them when certain language problems arise. After that he invites the guests to the bus which will take them to the hotel.

2. David Bennett

He is to meet the participants of the Congress at the airport together with Philip Wilson and Barbara Simpson. The special emblem of the Con-

gress helps the guests recognize him and some of them come up to him. Among them are Mika Tolonen from Finland and Claire Berge from France. David introduces himself and Barbara Simpson, the interpreter, to the participants of the Congress. The guests introduce themselves. One of the guests is very well known to him. It is Margaret Wulf whom he first met at the conference in Prague. They are on friendly terms. They greet each other. David invites the guests to the bus which is to take them to the hotel.

3. Steven Miller

He arrives at the airport, sees a man with the emblem of the Congress at the entrance to the lounge, and comes up to him. He introduces himself and gets acquainted with the man who turns out to be Philip Wilson, representative of the Organizing Committee of the Congress. Philip Wilson introduces Barbara Simpson, the interpreter from the UK, Nick Melnik from Russia, and George Ferguson from Switzerland. Steven greets them, and they go to the bus which will take them to the hotel. In the bus, he takes a seat together with Mika Tolonen, introduces himself to him, and they start a conversation about the Congress.

4. Mika Tolonen

After landing he receives his luggage, comes up to the man with the emblem of the Congress, and introduces himself. The man who meets him at the airport is David Bennett. Mr Bennett introduces himself and his colleagues, Philip Wilson, the world famous ecologist, whose works in the field of cardiology are very well known in Finland and often referred to, and Barbara Simpson, the interpreter. Mika expresses his delight to see Philip Wilson and says he is looking forward to his report at the plenary meeting.

5. Margaret Wulf

At the airport she sees David Bennett, an old friend of hers. They got acquainted more than ten years ago at the medical conference in Prague. Since then they have had business contacts. They greet each other heartily. David introduces Barbara Simpson and the other participants of the Congress. After that Margaret goes to the bus which is to take the guests to the hotel. There she gets acquainted with Claire Berge from France and have a chat about the weather in Britain and on the Continent.

6. Claire Berge

She arrives later than all the other participants of the Congress because her flight was delayed. At the airport, she comes up to David Bennett whom

she recognizes by the emblem of the Congress. Claire comes up to him, introduces herself, and says she regrets being so late. David Bennett, in his turn, introduces himself and Barbara Simpson. They greet each other and go to the bus which will take them to the hotel. In the bus, Claire gets acquainted with Margaret Wulf from Germany, and they have a chat about the weather in Britain and on the Continent.

7. George Ferguson

George is a comparatively young and talented sociologist, and this is his first international Congress. That is why he feels a little awkward. Having arrived at Heathrow he sees Philip Wilson and comes up to him. He introduces himself and gets acquainted with Philip Wilson, Barbara Simpson, and the other participants of the Congress. In the bus going to the hotel, George takes a seat next to Nick Melnik, a journalist from Russia, and they talk about Nick's experience of participating in congresses and conferences.

8. Nick Melnik

He arrives at Heathrow and sees a man with the emblem of the Congress. He comes up to the man who seems to be known to Nick. When they shake hands Nick recognizes the man. It is Philip Wilson whom he interviewed several years ago for his newspaper. Philip does not seem to remember that. Nick is introduced to the other participants of the Congress and is invited to the bus which goes to the hotel. In the bus, one of the guests, George Ferguson, a young sociologist from Switzerland takes a seat next to him and starts a conversation. Nick sees that George is rather awkward because it is his first international Congress and shares his experience of participating in different congresses and conferences.

9. Barbara Simpson

She is at the airport to meet the participants of the Congress together with David Bennett and Philip Wilson. She is ready to help the guests with their English but most of them have no language problems. That is why she helps David and Philip introduce the guests to each other. Then she invites everybody to the bus which goes to the hotel. In the bus, she tells the participants about the programme of the Congress. On the way from the airport to the hotel, which is situated in the centre of London, she speaks about the sights of London which they pass.

III. SUPPLEMENTARY READING

1. Pygmalion

by G.B.Shaw

George Bernad Shaw (1856–1950) is an Irish dramatist and critic, brilliant representative of critical realism and most celebrated English satirist of the XX century. His works attack social conventions, religion, morality, social snobbery and, in particular, the politics and diplomacy of Great Britain. He is the author of such well-known plays as “Widower’s Houses”, “Ceasar and Cleopatra”, “Major Barbara” and others.

In his play “Pygmalion” the main character Henry Higgins, a well-known phonetician, meets a flower-girl Eliza Doolittle. He is struck by her Cockney accent and he bets his friend Colonel Pickering that he can teach her “proper English” and can pass her off for a duchess at the Embassy garden party.

It is Mrs Higgins’s at home day.

THE PARLO MAID (opening the door). Miss Doolittle. (She withdraws).

HIGGINS (rising hastily and running to Mrs Higgins). Here she is, mother. (He stands on tiptoe and makes signs over his mother’s head to Eliza to indicate to her which lady is her Hostess).

Eliza, who is exquisitely dressed, produces an impression of such remarkable distinction and beauty as she enters that they all rise, quite fluttered. Guided by Higgins’s signals, she comes to Mrs Higgins with studied grace.

LIZA (Speaking with pedantic correctness of pronunciation and great beauty of tone). How do you do, Mrs Higgins? (She gasps slightly in making sure of the H in Higgins, but is quite successful). Mr Higgins told me I might come.

MRS HIGGINS (cordially). Quite right: I’m very glad indeed to see you.

PICKERING. How do you do, Miss Doolittle?

LIZA (shaking hands with him). Colonel Pickering, is it not?

MRS EYNSFORD HILL. I feel sure we have met before, Miss Doolittle. I remember your eyes.

LIZA. How do you do? (She sits down on the ottoman gracefully in the place just left vacant by Higgins).

MRS EYNSFORD HILL (introducing). My daughter Clara.

LIZA. How do you do?

CLARA (impulsively). How do you do? (She sits down on the ottoman beside Eliza, devouring her with her eyes).

FREDDY (coming to their side of the ottoman). I've certainly had the pleasure.

MRS EYNSFORD HILL (introducing). My son Freddy.

LIZA. How do you do?

Freddy bows and sits down in the Elizabethan chair, infatuated.

MRS HIGGINS (at last, conversationally). Will it rain, do you think?

LIZA. The shallow depression in the west of these islands is likely to move slowly in an easterly direction. There are no indications of any great change in the barometrical situation.

FREDDY. Ha! ha! how awfully funny!

LIZA. What is wrong with that, young man? I bet I got it right.

FREDDY. Killing!

MRS EYNSFORD HILL. I'm sure I hope it won't turn cold. There's so much influenza about. It runs right through our whole family regularly every spring.

LIZA (darkly). My aunt died of influenza: so they said.

MRS EYNSFORD HILL (clicks her tongue sympathetically)!!!

LIZA (in the same tragic tone). But it's my belief they done the old woman in.

MRS HIGGINS (puzzled). Done her in?

LIZA. Y-e-e-e-es, Lord love you! Why should she die of influenza? She come through diphtheria right enough the year before. I saw her with my own eyes. Fairly blue with it, she was. They all thought she was dead: but my father he kept ladling gin down her throat till she came to so sudden that she bit the bowl of the spoon.

MRS EYNSFORD HILL (startled). Dear me!

LIZA (piling up the indictment). What call would a woman with that strength in her have to die of influenza? What become of her new straw hat that should have come to me? Somebody pinched it; and what I say is. Them as pinched it done her in.

MRS EYNSFORD HILL. What does doing her in mean?

HIGGINS (hastily). Oh, that's the new small talk. To do a person in means to kill them.

MRS EYNSFORD HILL (to Eliza, horrified). You surely don't believe that your aunt was killed?

LIZA. Do I not! Them she lived with would have killed her for a hat-pin, let alone a hat.

MRS EYNSFORD HILL. But it cant have been right for your father to pour spirits down her throat like that. It might have killed her.

LIZA. Not her. Gin was mother's milk to her. Besides, he'd poured so much down his throat that he knew the good of it.

MRA EYNSFORD HILL. Do you mean that he drank?

LIZA. Drank! My word! Something chronic.

MRS EYNSFORD HILL. How dreadful for you!

LIZA. Not a bit it never did him no harm what I could see. But then he did not keep it up regular. (Cheerfully). On the burst, as you might say, from time to time. And always more agreeable when he had a drop in. When he was out of work, my mother used to give him fourpence and tell him to go out and not come back until he'd drunk himself cheerful and loving-like. Theres lots of women has to make their husbands drunk to make them fit to live with. (Not quite at her ease). You see, it's like this. If a man has a bit of a conscience, it always takes him when he's sober; and then it makes him low-spirited. A drop of booze just takes that off and makes him happy. (To Freddy, who is in convulsions of suppressed laughter) Here! What are you sniggering at?

FREDDY. The new small talk. You do it so awfully well.

LIZA. If I was doing it proper, what was you laughing at? (To Higgins) Have I said anything I oughtnt?

MRS HIGGINS (interposing). Not at all, Miss Doolittle.

LIZA. Well, thats mercy, anyhow. (Expansively) What I always say is – HIGGINS (rising and looking at his watch). Ahem!

LIZA (looking round at him; taking the hint; and rising). Well: I must go. (They all rise. Freddy goes to the door). So pleased to have met you. Goodbye. (She shake hands with Mrs Higgins).

MRS HIGGINS. Goodbye.

LIZA (nodding to the others). Goodbye, all.

2. Jokes, sayings

Small boy (to governess) – “Miss Smith, please excuse my speaking to you with my mouth full, but my little sister has just fallen into the pond”.

Teacher (to a new boy) – What's your name, my little fellow?

New boy – Erbert Arris.

Teacher – Always say “sir”, please, when you are speaking to master. It's more polite.

New boy (apologetically) – Sir Erbert Arris.

A fellow dialed his home telephone number.

“Hello”, he said. “Is that Mrs Brown?”

“Yes”.

“This is Jack speaking. I say, dear, will it be all right if I bring home a couple of fellows to dinner?”

“Certainly, darling.”

“Did you hear what I said?”

“Yes – you asked if you could bring home a couple of fellows to dinner. Of course, you can, dear.”

“Sorry, madam”, said the fellow as he hung up, “I’ve got the wrong Mrs Brown.”

IV. GLOSSARY

curt dismissal	грубое, резкое окончание разговора
duchess n.	герцогиня
embarrassing adj.	смущающий, затруднительный, неловкий
exquisitely adv.	изысканно, изящно
extension n.	добавочный номер
flutter v.	дрожать, беспокоиться, быстро и суетливо двигаться
Friday week	в следующую пятницу
gasp v.	дышать с трудом, задыхаться, открыть рот от изумления
gloomy adj.	мрачный, хмурый, пасмурный
grace n.	грация, изящество
hastily adv.	поспешно
incentive n.	стимул, побуждение
infatuated adj.	потерявший голову, ослепленный
lounge n.	комната отдыха, зал ожидания
marvellous adj.	изумительный, удивительный чудесный
mist(y) n.	(adj.) туман(ный)
nasty (weather)	скверный (о погоде)
nod v.	кивать головой
ottoman n.	тахта, диван, пуфик
overwhelm v.	преодолеть, ошеломлять
pinch v.	прищемить, сжимать, зажимать
reluctant adj.	делающий с неохотой, вынужденный
ridiculous adj.	смешной, абсурдный
rubbish n.	глупости
shallow adj.	поверхностный, неглубокий, мелкий
shocking adj.	отвратительный, гадкий, ужасный
snigger at v.	хихикать, подсмеиваться над
snobbery n.	снобизм
sober adj.	трезвый
solecism n.	нарушение правил поведения, приличий
speak up v.	говорить громко и отчетливо
stand on tiptoe	стоять на цыпочках
stiff adj.	холодный, чопорный
straw n.	солома
vocative n.	обращение
withdraw v.	зд. уходить

UNIT 2

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I. SPEAKING PRACTICE

PEOPLE AND THEIR LIFE

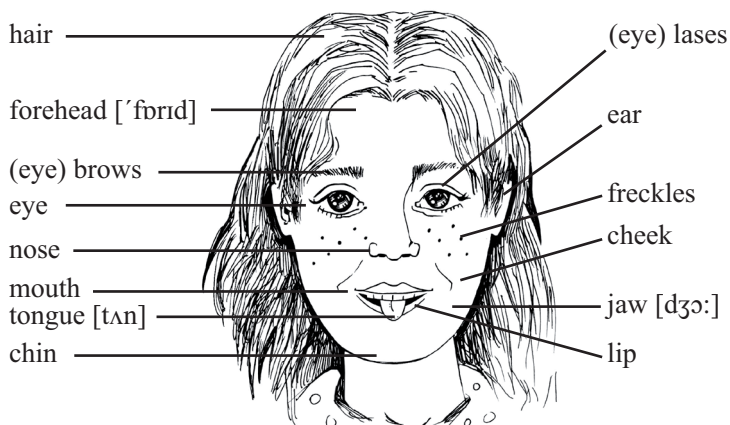
1. Characterizing People

ESSENTIAL VOCABULARY

A. Face

thin/long/round/oval/square/heart-shaped (F) face

black/brown(ish)/red(dish)/fair/ginger/blond/grey(ish)/white/dyed/dark/
mousey/sandy hair;



a brunette (F) [bruːnet]/a blonde (F)/a redhead (F);

long(ish)/short(ish);

straight/wavy/curly;

neat/well-kept/untidy hair;

receding hair;

bald;

thin/bushy eyebrows;

blue/grey/brown/green eyes;

long/bushy/thick eyelashes;

long/straight/aquiline [ˈækvɪlaɪn]/turned-up nose;

thin/full lips;

rosy/hollow cheeks;

(high) cheekbones;
 a pointed/double/cleft chin;
 beard (M) – hair of the lower part of the face;
 moustache (M) – hair allowed to grow on the upper lip;
 scar – mark remaining on the surface of skin as the result of injury;
 mole – permanent, small, dark spot on the human skin;
 beauty-spot (F) – birthmark or artificial patch on the face;
 dimple – small natural hollow in the chin or cheek (either permanent, or which appears when a person smiles);
 wrinkles – lines which form on someone's face as they grow old;
 a lined face – a face which wrinkles or lines on it as a result of old age, tiredness, worry or illness.

B. Appearance

complexion – natural colour, appearance of the skin, esp. of the face;
 a pale/good/dark/sunburnt (tanned)/olive/fair/oriental/brown complexion;
 build – general characteristics of shape and proportion of the human body;
 fat/thin/slim/plump/stout;
 well-built (M)/medium-built/broad-shouldered (M);
 height – person's length from the bottom to the top;
 1.70m. (in height)/(of) medium height/(of) average height/below average/
 tall(ish)/short(ish);
 age – the number of years that a person has lived;
 young/middle-aged/elderly/old/senile;
 in (his) 30's/in (his) late teens/in (his) mid-20's/in (his) early 40's;
 dress – clothes worn by men or women;
 smart/well-dressed/elegant/fashionable/trendy/ conservative/casual;
 shabby (scruffy)/plain/untidy-looking;
 (physical) – pleasant or unpleasant appearance
 attractiveness of a person, a man or a woman;
 beautiful (F)/pretty (F)/good (pleasant)-looking (F)/handsome (M)/attractive/plain/ugly.

C. Types of people

aggressive	– quarrelsome, disposed to attack;
ambitious	– full of ambition;
amiable/good-hearted	– good-tempered, kind-hearted, easy or pleasant to talk to;
amusing	– causing laughter or smiles;
arrogant	– someone who behaves in a proud, unpleasant way towards other people because he believes that he is more important than others;
bad-tempered	– being angry, impatient;
bright/intelligent/smart	– quick-witted; having, showing intelligence; clever;
cheerful/lively	– happy and contented; full of life and spirit;
conceited	– full of conceit (over-high opinion of, too much pride in oneself or one's power, abilities);
convivial	– fond of chatting;
eccentric	– peculiar, not normal or conventional;
generous	– giving, ready to give, noble-minded;
good-tempered	– not easily irritated or made angry;
greedy	– full of desire for more than is right or reasonable;
(im)mature	– (not yet) developed;
jealous	– feeling or showing fear or ill will because of possible or actual loss of rights or love;
kind	– caring for other people; helpful towards others;
moody	– having moods that often change;
obstinate/ stubborn	– not easily giving way to argument or persuasion;
patient	– having or showing patience;
reliable	– that may be relied or depended upon;
reserved	– show and reveal feelings or opinions, uncommunicative;
rude/cheeky	– impolite; not showing respect or consideration;
shy/bashful	– self-conscious and uncomfortable in the presence of others;

sociable	– fond of company of others; friendly;
sophisticated	– having learnt the ways of the world and having lost natural simplicity;
stingy	– spending, using or giving unwillingly;
strict	– stern, demanding obedience;
sympathetic	– having or showing sympathy;
thoughtful	– considerate, thinking of the needs of others;
vivacious	– lively, high-spirited (esp. of women);
disposition	– person's natural qualities of mind and character;
to be of cheerful/gentle/social, etc. disposition;	
temper	– condition of the mind and emotions;
to be in a good/bad temper;	
to be of hasty/quick/ short, etc. temper	– to get angry very easily and act too quickly without thinking carefully;
character	– mental or moral nature, mental or moral qualities that make one person;
to be a person of character/of no character;	
trait	– distinguishing quality or characteristic.

CHARACTERIZING PEOPLE

The delineation of a person's appearance more often than not is associated for us with the estimation of a person and our aesthetic attitude towards him. In brief outlines, nevertheless, we must content ourselves with speaking of it but in general terms. Thus, a person may appear nice to deal with, good looking or ugly. There may be kind of rapport between us or the admittance of its absence may turn out to be absolutely indispensable.

The description of appearance includes the description of the face, actions and manners as well as clothing.

External signs, and this should be laid special emphasis on, are undoubtedly indicative of character. Different traits and characteristics of a person such as responsibility, will power, kindness and others can be expressed by the features of the face in general. The characteristics possessed by a person will be found to be indicated also by parts of the face – eyes, mouth, chin,

hair, beard or moustache. The Persians, for instance, much esteemed those people who had long and crooked noses. Much can be learnt of a person's nature from the mode of carrying his head, body, etc. To be able to read a person's character is an asset to be worth developing.

The delineation of a person's appearance can be invaluable in life. It can be of great importance in finding a suitable partner in life, forming new friendships, in selection of personnel in one's business or even in finding a criminal or a person lost in unfamiliar surrounding.

Fiction contains profuse material testifying to the fact that writers resort to the description of a person's looks as a stylistic device helping to create a certain image of a person, of which a few extracts below are illustrative:

They are apparently father and daughter. The gentleman is 50, tall, well preserved, and of upright carriage. His imposing style, with his strong aquiline nose and reso-lute clean-shaven mouth, give him an air of importance.

His daughter is well-dressed, well-fed, good-looking, strong-minded young woman, presentably ladylike, but still her father's daughter. (From *"Widows' Houses"* by G. B. Shaw)

He was twenty-four. He was good-looking. He was just six foot tall and very well built. Even the old clothes he wore in the fields sat well on his body. His face was strong, even though the cleft chin, the even white teeth, the straight nose, the long lashes and the blue eyes should have given his face the appearance of handsome weakness. They didn't. His fair hair curled. He had the kind of face and appearance you would have wished for yourself in your dreaming state when a good-looking woman would scorn you and you wished you were very attractive. (From *"Barley's Maggie"* by W. Macken)

Harry, imagine a girl, hardly seventeen years of age, with a little flower-like, a small Greek head with plaited coils of dark-brown hair, eyes that were violet wells of passion, lips that were like the petals of a rose. She was the loveliest thing I had ever seen in my life. (From *"The Picture of Dorian Grey"* by Oscar Wilde)

In the centre of the room... stood the head of the family, old Jolyon himself. Eighty years of age, with his fine, white hair, his dome-like forehead, his little, dark grey eyes, and an immense white moustache, which drooped and spread below the level of his strong jaw, he had a patriarchal look, and in spite of lean cheeks and hollows at his temples, seemed master of perennial youth. He held himself extremely upright, his shrewd, steady eyes had lost none of their clear shining. Thus he gave an impression of superiority to the doubts and dislikes of smaller men. (From *"The Man of Property"* by John Galsworthy)

The study of a person's looks as we believe adds to your knowledge of people and make our life, on top of it, more pleasurable, clear and distinct.

ILLUSTRATIVE DIALOGUES

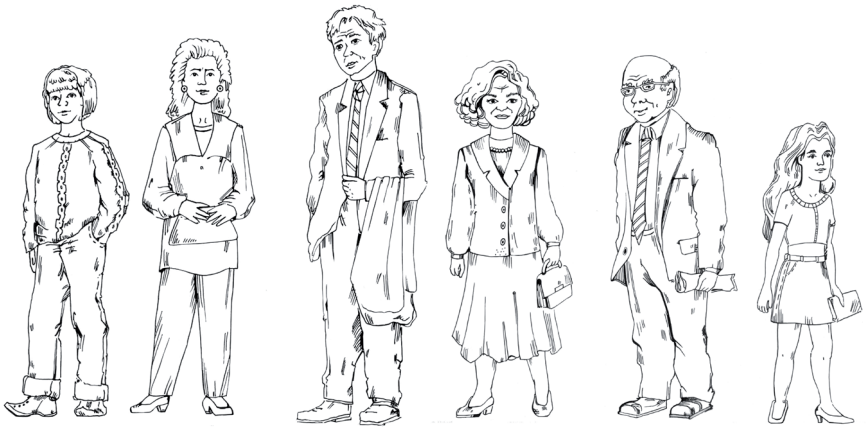
Greg and a friend of his, Jack, are talking at the party.

- Jack: I say, who's the girl with whom I've been dancing most of the time? She introduced herself, but I didn't catch the name.
- Greg: Do you mean the thin slouchy girl with an awkward smile and red curly hair?
- Jack: The one I mean is not like this at all. She's slim and graceful, with beautiful wavy reddish hair and earnest green eyes.
- Greg: Oh, so that's the way she strikes you, is it? Well, that's Judy, my cousin.
- Jack: Is she? Greg, say honestly, do you really find her as plain as you made her?
- Greg: I was just kidding. Judy takes after her mother, my aunt Susan, who is still a very attractive woman, even though she's a bit plump and strict-looking. Well, it's funny, but Judy came up to me and asked: "Who's the tall well-built young man with a charming smile?"
- Jack: She didn't!
- Greg: She did. And she said you were the most handsome young man present.
- Jack: She can't have possibly meant it. There were so many attractive young men there. Tim was certainly the centre of attraction.
- Greg: Tim? Don't make me laugh. Perhaps, he was the most amusing person at the party but all his jokes seem to be old and quite stupid. And he's fat!
- Jack: No, not fat, he is a wrestler that's why he looks so big. He's got regular features and a tanned complexion.
- Greg: Tanned complexion, indeed! He spends most of his time in different solariums trying to get an artificial suntan to impress people.
- Jack: You are rather unfair. I think Tim hasn't the least intention to impress anybody.
- Greg: Anyhow, I quite agree with Judy that you are much more attractive than Tim.
- Jack: Nice of you to say that.

EXERCISES

[1] *Describe each of these people, giving information about their hair and face, their height and build, clothing and general appearance (see pictures on pp. 56, 57). Then describe also:*

1. Yourself.
2. Your close friend.
3. Your parents.
4. Peter Bennett's wife, Jane Bennett.
5. Peter's parents, Susan Bennett and David Bennett.
6. Peter Bennett's uncle and aunt, Frank Simpson and Barbara Simpson.
7. Peter's younger sister, Judy Bennett.
8. The most interesting man or woman that you know and bring out Clearly his/her interesting traits.
9. your ideal of a handsome man or a beautiful woman.



Peter
Bennett

Susan
Bennett

David
Bennett

Barbara
Simpson

Frank
Simpson

Judy
Simpson

[2] *Take a piece of paper, put your name at the top and then write a short description of another member of your class. Don't mention his/her name, sex, age, or any colours in your description. Pass the papers around the class. Each time you receive a piece of paper write down the name of the person you think it is and pass it on.*

When your own piece of paper comes back to you, read out the description and the names which have been written below. You may be surprised by the results!

[3] *Describe the appearance and clothing of Peter and all the other people in the pictures (see p. 58).*

[4] *Answer the following questions.*

1. Do you take after your mother/father? Have you got the same figure as your mother/father?
2. Is there anything peculiar about your parents' appearance? What is it?
3. When do we say that a person looks healthy?
4. Do you think that glasses can improve the appearance of some people? In what way?
5. What do clothes reveal?
6. How do we pass judgements on other people when we see them for the first time?
7. What traits of character do you find most significant/less significant?
8. What traits of character would you like to bring up in yourself/to get rid of?
9. To what extent do you think our appearance reflects the life we have led?
10. Can we speak of such a notion as a national character? If we can, what are some of the distinguishing traits of character of the Americans/the British/the Russians?

[5] *Comment on the following.*

1. "I wish some power would give us the gift of seeing ourselves as others see us. It would free us from many a blunder and foolish notion." (R. Burns)
2. "By the age of thirty we are all responsible for our face." (Zen saying)

[6] *Look at the pictures and decide which style appeals to you most. Say why (see p. 59).*

[7] *(This game should be played with more than three people.) Draw pictures of yourself, emphasizing the features you think most important.*

You should not look at each other's pictures or put names on them. Then take the pictures, shuffle them and hand one out to each player, face down. Have a look at your partner's drawing and

1. Describe the person depicted.
2. Give him/her a nickname.
3. Say what sort of character she/he has.
4. Say what kind of job this person would probably do.
5. Describe the sort of marriage partner this person might find.

[8] *Make up a dialogue for the following situation.*

Peter Bennett and a friend of his, John, have come to the station to meet Peter's father's friend. Peter has never seen him, but he's got his photo. Now Peter and John are standing at the entrance of the carriage discussing which of the passengers leaving the carriage might be the man they need.

[9] *Make up a story to prove one of the following sayings.*

1. Appearances are deceitful.
2. Beauty lies in lover's eyes.
3. The face is the index of the mind.
4. A fair face may hide a foul heart.
5. You should kiss a lot of frogs before you find a prince.

2. Family Life

ESSENTIAL VOCABULARY

A. Love, courtship, wedding

to court	– to try to win affection of smb. with a view to marriage;
courtship;	
(to have) a date	– (to have) special meeting arranged with smb. at a certain time and place;
to be in love;	
to fall for smb./to fall in love with smb.	– to start loving them;
to fall out of love with smb.	– to stop loving them;
to feel a longing for smb.	– to have a rather sad feeling because you miss them;

to be loved in return	– to love and be loved;
engagement [ɪnˈɡeɪdʒmənt]	– agreement to marry;
to be engaged to smb.;	
fiancé	– man to whom one is engaged to be married;
fiancée	– woman to whom one is engaged to be married;
wedding	– marriage ceremony;
silver/golden/diamond anniversary of a wedding;	
bride/ bridegroom	– woman/man on her/his wedding day;
newly married woman/man;	
honeymoon	– holiday taken by a newly-married couple.

B. Family life

to get married/to marry smb./to be married to smb.;	
to marry money/to be married into one's family/to be married into wealth/to marry young;	
to marry smb. off to smb.	– to find a suitable person for smb. to marry;
marriage of convenience	– one in which material advantage is the chief consideration;
to marry beneath smb.	– to marry smb. who is not good enough for you or not suitable for you;
couple	– husband and wife;
spouse	– husband or wife;
relation	– connection of belonging to the same family; being connected by birth or marriage;
to be related to smb.	– to belong to the same family;
relative	– person to whom one is related;
orphan	– person (esp. a child) who has lost one or both of his parents by death;
uncle/aunt	– brother/sister of one's father or mother; husband/ wife of one's aunt/uncle;
nephew/niece	– son/daughter of one's brother or sister/of one's brother(-in-law) or sister (-in-law);
cousin	– child of one's uncle or aunt;
sibling	– one of two or more persons having the same parents; brother or sister;

(grand) father/mother/parents/daughter/son/child (pl. children);	
in-laws	– relatives of one's husband or wife;
father-/ mother-in-law	– father/mother of one's wife or husband;
son-/ daughter-in-law	– husband/wife of one's daughter/son;
brother-/sister-in-law	– brother/sister of one's husband or wife; husband/ wife of one's sister/brother;
step-	– used to show a relationship not by blood but by later marriage;
stepchild/son/daughter/brother/sister/father/mother/parent;	
to be (un)faithful to smb.	– to keep faith, loyal and true;
divorce	– legal ending of a marriage so that husband and wife are free to marry again;
to be divorced/to get divorced/to divorce;	
divorcee	– a divorced person;
single-parent family;	
to be single	– not married;
bachelor/spinster	– unmarried man/woman;
widower/widow	– man/woman who has not married again after his/ her wife's/husband's death.

C. Bringing up children

child	– unborn or newly born human being; boy or girl;
baby	– a very young child, especially one who cannot walk or talk yet;
toddler	– a young child who has only just learnt to walk or who still walks unsteadily with small, quick steps;
adolescent /teenager	– (person) growing up from childhood (age 12 or 13 to 18);
adult/grown-up	– (of person) intellectually and emotionally ma- ture; (legal) person old enough to vote, marry, etc.;
to be under age	– to be too young, not yet of age;
to give birth to a child;	
to adopt a child	– take a child into the family and make it legally a son or a daughter;
adopted child;	

- to foster a child – officially take a child into the family for a period of time, without becoming its legal parent;
- foster child/parents;
- to have a strong resemblance to .../to resemble smb.;
- to be a copy/an image of one's mother/father;
- to take after one's mother/father – to resemble one's mother/father in appearance, behaviour, or character.

Ways of treating a child

- to look after a child – to take care of a child;
- to bring up/raise a child – look after a child until he is grown-up;
- to educate a child – teach a child better ways of doing something or a better way of living;
- to encourage a child – to give a child confidence by letting him know that what he is doing is good and telling him that he should continue to do it;
- to give a child a chance to express oneself;
- to discipline a child – to punish a child for something he has done wrong;
- to scream and yell at a child – to shout at a child;
- to ignore a child – not to pay attention to a child;
- to spank a child – to punish a child by slapping him with your hand on the child's bottom;
- corporal punishment – whipping, beating, spanking, etc.
- to play a heavy father;

Child's behaviour

- to answer back – to speak rudely to the parents when they speak to the child;
- to obey one's parents – to do what you are told to do;
- to disobey one's parents – deliberately not to do what you are told to do;
- to be naughty ['nɔ:tɪ] – to be a bad, disobedient child.

FAMILY LIFE

The condition of the British family is a frequent topic throughout Britain today. A typical British family used to consist of mother, father and two children. But in recent years there have been many changes in family life. Some of them have been caused by new laws, others are the result of social changes. For instance, as the law made it easier to get a divorce, the number of divorces has increased. In fact one marriage in every three ends in divorce, which gives rise to a lot of one-parent families. Society is now more tolerant of unmarried people, unmarried couples and single parents than it used to be some years ago. The majority of divorced people marry again and sometimes take responsibility for a second family.

Close relatives and members of a family groups – grandparents, aunts, uncles, cousins – keep in touch, but they see less of each other than they used to. This is because people often move away from their home town to work, and so the family becomes scattered. The traditional season for the family reunion is Christmas when relatives travel many miles in order to spend it together.

In general, each generation is eager to become independent of parents in establishing its own family unit, and this fact can bring about social as well as geographical differences within the larger family group.

Another change in family life style to be mentioned has been caused by the fact that people are living longer nowadays, and many old people live alone following the death of their partners. As a result, there are many households which consist of only one person and children.

There are about 10 million old-age pensioners in Britain, of whom about 8% cannot live entirely independently. The government gives financial help in the form of a pension but it is becoming more and more difficult for the normal economy to support the increasing number of elderly people. Nowadays more than half of all old people are looked after at home. Many others live in Old People's Homes, which may be private or state owned.

Relationships within the family undergo certain changes. Parents treat their children more as equals than they used to, and children have more freedom to make their own decisions. The father is more involved in the process of bringing up children, mainly because the mother goes out to work. Due to increased leisure facilities and more money modern life provides wider opportunities for the individual to take part in activities outside the home. Although the family holiday, which is usually taken in August, and often abroad, is still an important part of family life. Many children have holidays away from home, often with school or college friends or other organized groups.

ILLUSTRATIVE DIALOGUES

[1] *David Bennett and Miss Morgan, a colleague of his, are at work talking about family life and children.*

Miss Morgan: What do you do, Mr Bennett?

Mr Bennett: I'm a surgeon.

Miss Morgan: Really? Have you got a family?

Mr Bennett: Well, I'm married with two children.

Miss Morgan: And what does your wife do?

Mr Bennett: She's a housewife.

Miss Morgan: Have you got any brothers and sisters?

Mr Bennett: I have got a brother and a sister. My brother, Frank Simpson, is a prominent mathematician, Doctor of Science. He is a widower. His wife, Peggy, died a few years ago and he had to look after his son Greg. My sister, Barbara Simpson, is an interpreter. She is 46 and she isn't married.

Miss Morgan: Oh, that's a pity.

Mr Bennett: Why do you say pity?

Miss Morgan: Because every woman wants to have a family and children.

Mr Bennett: Why?

Miss Morgan: Well, it's only natural.

Mr Bennett: I can't agree, I'm afraid. There are too many divorces and unhappy families nowadays. I think, my sister doesn't want to add to the numbers.

Miss Morgan: That's a strange way to think.

Mr Bennett: Is it? I think it's a rather sensible way to look at things.

Miss Morgan: Well, I certainly want to have at least four children.

Mr Bennett: I think it's a very selfish attitude to take.

Miss Morgan: I don't care! That's what I'm going to do.

[2] *Peter Bennett is meeting his old schoolmate, Paul Jenkins, in the street.*

Peter: Paul! Paul Jenkins! Well I never! What on earth are you doing here?

Paul: Oh, I live here now.

Peter: Do you? But the last I heard of you, you were studying abroad somewhere.

Paul: Yes, that's right. The United States.

Peter: So when did you come back?

Paul: About a week ago.

Peter: And is Sue with you?

Paul: No, only me.
 Peter: Only you?
 Paul: Well, as a matter of fact, we got divorced.
 Peter: Oh, I am sorry to hear that, Paul.
 Paul: Ah, well, it can't be helped. And there aren't any children fortunately.
 Peter: Yes, that's one blessing, I suppose.
 Paul: But anyway, enough of me. What are you doing these days?
 Peter: Oh, I'm studying law at University. And about a year ago I got married to a lovely girl, Jane.
 Paul: My congratulations! Any children?
 Peter: No, not yet. We are both students. So we've decided not to hurry.
 Paul: That's very sensible.

EXERCISES

[1] *Read, think and discuss.*

1. Marriage, after all, was an up-and-down affair and in many ways a fragile and devious thing, and was not to be examined too closely. Marriage was not a bank statement or a foreign policy or an X-ray photograph in a doctor's hand. You took it and lived it through it and maybe, a long time later – perhaps the day before you died – you totalled up the accounts, if you were of that turn of mind, but not before. (*I. Shaw*)
2. The greatest terror a child can have is that he is not loved, and rejection is the hell he fears. One child, refused the love he craves, kicks the cat and hides the secret guilt, and another steals so that money make him loved, and a third conquers the world – and always the guilt and revenge and more guilt. (*J. Steinbeck*)
3. Successful marriage is an art that can only be learned with difficulty. But it gives pride and satisfaction, like any other expertness that is hard won. It will also be an inspiration to the couple's children and friends. I would say that the surest measures of a man's or woman's maturity is the harmony, style, joy, dignity he creates in his marriage, and the pleasure and inspiration he provides for his spouse. An immature person may achieve great success in a career but never in marriage. (*B. Spock*)
4. We never know the love of the parent till we become parents ourselves. (*Beecher*)

5. Wives are young men's mistresses, companions for middle age, and old men's nurses. (*Bacon*)

[2] *Answer the following questions.*

1. What is the image of the 'perfect family' in your society? Does it really exist?
2. What is the status of men and women in a family in your country?
3. Would you like to marry a man/a woman who is devoted to his/her career? Why/why not?
4. What do you think is the best age to get married?
5. What are the activities that the entire family should do together?
6. Who normally takes care of the house or flat in your family? Who usually cleans? Who cooks? Who does the laundry? Who goes shopping?
7. How much time should each parent spend with the child?
8. Should the mother work while the child is at the following ages:
a) birth – 2; b) 3–5 years old; c) 6–8 years old; d) 9–10 years old; e) 11–12 years old?
9. If the mother must work, should the child have a baby-sitter or go to a day-care center?
10. Who should discipline the child (mother/father, both parents)? What is the right way to do it?
11. How should you teach a child to be self-confident, to be responsible and to respect other people?
12. Should children be allowed to have their own way and do as they like?

[3] *Agree or disagree with the following statements.*

1. Men and women shouldn't live together before marriage.
2. A woman's place is in the home.
3. Two is the ideal number of children in a family.
4. It's unnatural for married people to decide not to have children.
5. Children are responsible for taking care of their elderly parents.
6. Children should live with their parents until they get married.
7. It's better for children to live with one parent than with two who don't get along well.
8. In the event of divorce, children should live with their mothers.
9. Young people should have their parents' permission in order to get married.
10. It's not good for a wife to earn more money than her husband.
11. Interracial marriages are bad because the children will suffer.

12. It's better for adopted children not to find out who their parents were.
13. In overpopulated countries, the government has the right to limit the number of children a family has.
14. Sometimes it's good for married couples to take separate vacations.
15. Children should have married parents.
16. Women are inferior to men.
17. Children are a nuisance.
18. Children should be put under stress now to be able to cope with stress and strain in their adult life.
19. Children should be brought up in a relaxed, stressed out atmosphere.
20. We have to bring up super kids – they should be pushed to achieve lofty aims.

[4] *Comment on the following quotations.*

1. Children begin by loving their parents. After a time they judge them. Rarely, if ever, do they forgive them. (*O. Wilde*)
2. Children show the man as morning shows the day. (*J. Milton*)
3. It is a wise father that knows his own child. (*W. Shakespeare*)
4. When children are doing nothing, they are doing mischief. (*H. Fielding*)
5. Bringing up a daughter was a little like sitting over one of those dud bombs that had been dropped into cellars during the war. (*I. Shaw*)

[5] *What do you think makes a successful marriage? Look at the following list and decide which you think is the most important, the second most important to the least important for a married couple to share.*

Same nationality;
 same religion;
 same class/money/background;
 same interests;
 same educational background;
 same age.

Discuss the order of your list.

Now look at the next list and decide which qualities you think the ideal husband/wife should have. Number the qualities from 1–10. Get into groups and discuss your order. Say why you think some qualities are more important than others.

Good with children;

attractive to the opposite sex;
handy about house;
a good sense of humour;
intelligent and well educated;
thoughtful and sympathetic;
sociable;
tidy;
quite well off;
faithful;
hard working.

Can you think of other qualities which the ideal husband or wife should have?

[6] *What do you think it's like to:*

- grow old?
- be a single parent?
- have teenage children?
- live with your spouse's parents?
- be married and have no children?
- be married, have small children, and work?
- live alone as a young person?
- live alone as an old person?

[7] *Make up a dialogue for each of the following situations.*

1. Frank Simpson, a widower, wants to live alone; his married son, Greg Simpson and his wife, Joan, insist that he lives with them and their children, Pamela and Michael. Frank and his son each give reasons for their preferences.
2. Judy Bennett, an 18-year-old college girl, wants to move out of her parents' home, although she goes to a nearby college. She has a job, so she can support herself. The parents feel it's a waste of money. Each gives a reason for his or her position.
3. David Bennett insists on his daughter's marrying a man of his choice. Judy tries to explain why she wants to choose the man she'll marry herself and why she doesn't want to get married young.
4. Peter Bennett's friend, John Brown, has been going out with a girl, Sally, for eight months. John wants to get married; Sally wants to live with him without marriage. But John tries to persuade the girl to get married while she gives reasons why she would rather wait.

[8] *Speak about.*

1. The current trends in your country concerning changes in the family, in the role of women, in lifestyles in general.
2. A few memorable events from your childhood.
3. The funniest or most frightening, interesting, or awkward things that happened to you or your family.
4. Ways of disciplining a child for doing something which is very bad? (Different approaches: using corporal punishment, reasoning, shouting, depriving the child of something he/she likes, sending the child to his/her room, sending the child outside, etc.)

3. House and Household

ESSENTIAL VOCABULARY

A. Places to live

boarding house	– one which people pay to stay in for a short time;
block of flats	– a large building containing flats;
bungalow	– a house which has only one storey;
caravan	– a vehicle with beds and other equipment inside, in which people live or spend their holidays. They are usually pulled by a car;
chalet	– a small wooden house, especially in a mountain area or a holiday camp;
(country) cottage	– a small house, usually in the country;
detached (house)	– one that is not joined to any other house;
high-rise/skyscraper	– very tall building with many storeys;
home	– someone's house or flat where they live now or where they were born;
homestead	– a farmhouse, together with the land around;
hostel	– a large house, usually owned by government authorities or charities, where people can stay cheaply for a short period of time;
hotel	– a building where people stay, for example on holiday, paying for their rooms and meals;
house	– a building in which people live, usually belonging to one family;

houseboat	– a small boat on a river or canal which people live in;
lighthouse	– a tower containing a powerful flashing lamp that is built on the coast or on a small inland in the sea;
mansion	– a very big house;
motel	– a hotel intended for people who are travelling by car;
palace	– a very large splendid house, especially one which is the home of a king, queen, or president;
semi-detached (house)	– one that is joined to another house on one side by a shared wall;
tent	– a shelter made of canvas or nylon which is held up by poles and ropes, used mainly by people who are camping;
terraced house	– one of a row of similar houses joined together by their side walls;
time-share	– holiday flat or house where you have the right to live one or two weeks;
villa	– a large house with big gardens or a rented house in a holiday resort area;
accommodation	– buildings or rooms where people live or stay;
(to stay in) temporary/long-term hotel/college/rented accommodation;	
to accommo-date smb.	– to provide someone with a place to live or stay;
landlord/lady	– a man/woman who allows someone to live in a building which he/she owns, in return for payment of rent;
to let	– to allow someone to use your flat, house or a piece of land in exchange for money that they pay you regularly;
tenant	– someone who pays rent for the place they live in;
to rent	– to pay the landlord/lady for the flat, house or a piece of land in order to be able to have it and use it yourself;
to rent a flat/a house/a building;	

bedsit (bedsitter) – a room you rent which you use for both living in and sleeping in;
 to stay at a hotel;
 to put smb. up for one or more nights;
 to be/stay at home.

B. In the house

facilities – pieces of equipment provided for a particular purpose;
 central heating;
 air-conditioning system;
 electricity;
 running water;
 storey – one of the different levels of a house, which is situated above or below other levels;
 one-/two-/multi-storey house;
 basement – a room below ground level, with windows, used for living and working;
 cellar – a room underneath a house, without windows, which is used for storing things;
 floor – all the rooms that are on a particular level;
 ground/first/second/upper ... floor.

Downstairs

dining-room – a room where people have their meals;
 entrance hall – the area behind the front door of a large house;
 kitchen – a room that is used for cooking and for household jobs such as washing dishes;
 living room – a room where people sit and relax;
 lounge – see *living room*;
 sitting room – see *living room*;
 toilet (or W.C.) – a room that contains a toilet;
 storeroom – a room in which you keep things until they are needed.

Upstairs

bedroom – a room used for sleeping in;
 bathroom – a room that contains a bath or shower, a washbasin, and sometimes a toilet;
 attic – a room at the top of a house just below the roof.

C. Outside the house

- (back) garden – a piece of land next to someone's house where they grow flowers, vegetables, or other plants;
- kitchen garden – a part of the garden of a large country house in which vegetables, herbs, and fruit are grown;
- garage – a building in which you keep a car;
- lawn – an area of grass that is kept cut short and is usually part of someone's garden.

D. Household

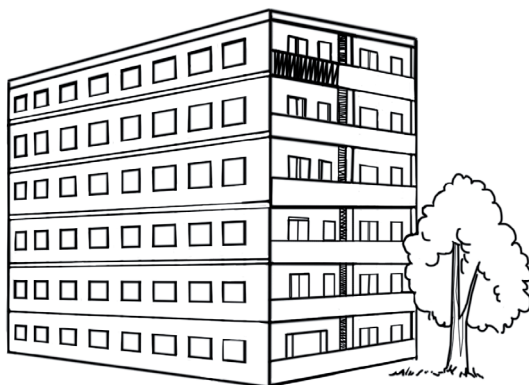
- household chores – jobs in the house;
- (to do the) cleaning/cooking/dusting/ironing/mending/(re)decorating/repairing/shopping/sweeping/washing (up), etc.;
- housekeeping – the work and organization involved in running a home, including the shopping and cleaning;
- to run the house – to keep the house;
- to do housework.

E. Living standards

- dwelling – a place where someone lives;
- good/comfortable/poor/appalling/dreadful/miserable living conditions;
- delightful/luxurious/splendid/lovely dwelling;
- modern(ized)/shabby building;
- slum – an area of a city where living conditions are very bad and where the houses are in bad condition.

HOUSING IN BRITAIN

Whereas in most European countries, particularly in cities, people tend to live in flats, a high percentage of British families live in houses. The majority of people own the houses they live in, while about 35 percent live in Council houses, i.e. houses rented from local councils, or in houses rented from private landlords (mainly older houses). Council houses are let to tenants and the local councils fix the rents and decide to whom the houses (or flats) are let.



Many people in Britain live in two-storey terraced or semi-detached houses surrounded by green open spaces, gardens, trees and garages. Sometimes when people get older they move to a bungalow. Accommodation in a house designed for a family of 4 or 5 people usually includes one or two living rooms, a kitchen, a bathroom and W.C., two or three bedrooms and storage place.

Some English people live in a block of flats. The new blocks have from 2 to 20 storeys, although a few blocks may be higher. Tall blocks (tower blocks or high-rise flats) are usually built in urban areas where they replace old dwellings (slums).

Few people have enough money to buy a house for cash. But loans to enable people to buy their own houses are available from various sources, including building societies, insurance companies and local authorities.

Building societies do not build houses themselves but provide long-term loans which are normally repayable over periods of 20 or 25 years (up



to 30 or 35 years in certain circumstances) by equal monthly instalments to cover capital and interest.

Such loans are called *mortgages*, and the rate of mortgage interest is known as *mortgage rate*. The mortgage rate is general-ly rather high (about 10 per cent). Monthly mortgage rate is generally higher than monthly rents, but many people prefer to buy their own houses even if they cannot properly afford it and have to spend a large portion of their income on mortgage repayments.

A country cottage which is made of stone or a mansion is only a dream for most families. And only the very rich upper-class people own large country houses. Often they have luxurious flats in central London (the West End), where rents are extremely high.

ILLUSTRATIVE DIALOGUES

[1] *Charles Banks is interviewing Liza Hall, sociologist, and Nick Craig, new town councillor, on housing in Britain.*

Charles Banks: Mr Craig, I understand you are very concerned about the housing situation in Britain.

Mr Craig: Indeed, I am! The governments of the past few years have made such wicked cuts in housing grants that councils can't even carry out urgent repairs. Homeless people are queuing up for council houses.

Mrs Hall: I think, the government has got its priorities wrong. Housing should be top priority. I met a man the other day who had just got a job in London, a good job, but the only place he could find to live was a miserable little room in a hostel. He has a wife and two children and he's homeless.

Charles Banks: What do you mean by 'homeless'?

Mrs Hall: Anyone who has nowhere to live, or anyone living in a slum. There are at least three million people living in houses which are no better than slums.

Mr Craig: The government's figures, Mr Hall, are much lower.

Mrs Hall: Oh, the government! You can't trust their figures.

Mr Craig: You are really being very unfair. What about Sheffield? The council has completely rebuilt the inner city. And what about the new towns? Experts from all over the world have come to study them.

[2] *Peter Bennett's friend Tom wants to buy his own house and he's asking for Peter's advice.*

Tom: Peter, I'd like your opinion.

Peter: About what?

Tom: Well, Maria and I feel that with a baby coming we need to have our own place to live.

Peter: Oh.

Tom: Maria thinks we need to find a small house.

Peter: It's only natural. When my parents were young they were living with Grandma and Grandpa. My father was a young doctor, and he kept talking about having a house of their own.

Tom: What did they do?

Peter: They looked at a lot of houses.

Tom: Did they find one?

Peter: Oh, not at first. They couldn't afford it. Grandpa wanted to lend them the money to buy one, but my father is too independent. He didn't want to borrow any money.

Tom: When did they buy a house?

Peter: After I was born.

Tom: Where was the house?

Peter: Right here in London. Of course it was a small house, but just right for us. And when Judy was born my parents bought a bigger house.

Tom: I think I should speak to an estate agent about a house.

Peter: And a building society about a mortgage.

Tom: I'll talk to Maria about it. I think it's a good idea, Peter. We can learn a lot by asking.

EXERCISES

[1] *Answer the following questions.*

1. Do you live in a house or a flat? If you live in a house what sort is it?
2. How many rooms are there?
3. Have you got a room of your own or not? Where is it?
4. What facilities have you got in the place where you live?
5. Which is more common in your country, owning a home or renting one?
6. If it is common to rent bedsits in your country? What sort of people do so?

7. Is housing expensive in your city or town?
8. Some people in England live in unusual homes. These include old churches, windmills or lighthouses. What other unusual homes can you think of?
9. Do people live in unusual homes in your country?
10. Do many people live in their own houses in your country?
11. Are time-shares common in any part of your country?

[2] *Are these good or bad points for a home? Tick (3) the appropriate point.*

In the town _____

In the country _____

Friendly neighbours _____

At the seaside _____

Near the shopping centre _____

Small _____

Large _____

Rooms for everybody _____

Light _____

Dark _____

Sunny _____

Damp _____

Warm and cozy _____

Quiet _____

Age and state of repair _____

- 1) *With your classmates discuss all the points.*
- 2) *Make your own list of good and bad points for living in a house or a flat. Then discuss advantages and disadvantages of living in a house or a flat.*

[3] *Look at the advertisements for some houses in a newspaper. Note the use of abbreviations (hse = house) and then work with your classmates to write all the advertisement in full.*

1. To let. Luxury modernized 1st flr flat in elegant C19 hse in three-lined avenue nr city centre (5 min station). 2 bed, kit, dining rm., balcony. Gge available for rent. Ring 0969 708544

b) 2 bed semi det hse, built 1910s lounge, dining rm, kit, 30 m back gdn, gge, quiet road, 15 min city centre. £ 150,000 or nearer offer. 0969 887456

c) HAMPSTEAD. 4 bed hse, built 1930s, 2bth, lounge, dining rm, large kit/brkfst rm, CH, large back gdn. Fine view of Hampstead Heath. £ 190, 000. 0969 775932

d) Country cottage, beautifully modernized, in delightful village nr London, close to motorway. Lar-ge living rm, 3 bed, kit/brkfst rm, CH, large gdn, fruit trees. £ 120,000. 0969 765893

[4] (*The game 'Home Sweet Home' may be played with any number of people.*) Divide the class into two groups. One group should be **house hunters**. The other group – **estate agents**.

House hunters are people who have different professions and interests. Some of them are married with or without children, others are single. But they all want to buy a house that is ideal for them and their families.

Estate agents try to convince house hunters to buy those houses which they have on their books.

1. *House hunters choose from the list of possible occupations.*

Professional swimmer
Zoologist
Film critic
Keen gardener
Large family with 7 children
Well-to-do aristocrat
Do-it-yourself fanatic

Romantic architect
Artist
Ornithologist
Lion-tamer
Bachelor
Acrobat
Your choice

Imagine that you are that person looking for a suitable house and dream up your ideal home.

2. *Estate agents think of and then draw houses they are to sell.*

List of options:

Splendid 5 bedroom 17th century house.
Thatched cottage in a delightful village setting.
Comfortable country house in the grounds of a safari park.
Family house with a full-size swimming pool.

Unusual house with all the stairs removed and the lounge designed with trapeze type seats (the access between floors is by rope).

Riverside house with a large garden.

Farmhouse with the extensive flower and kitchen gardens.

Ten bedroom guest house.

Delightful town/country residence with a lawn. Accommodation comprises kitchen, living room, 4 bedrooms, bathroom, storage place.

Your option.

[5] 1. *Draw/describe the house or flat where you live, or the one you know well.*

2. *Draw/describe your ideal home.*

[6] *Comment on the following quotations.*

1. Home is where your heart is. (*Pliny the Elder*)

2. Houses are built to live in, not to look on. (*Bacon*)

3. The worst feeling in the world is the homesickness that comes over a man occasionally when he is at home. (*Howe*)

4. Men make houses, but women make homes. (*Frost*)

[7] *Read, think and discuss.*

Let your boat of life be light, packed with only what you need – a homely home and simple pleasures, one or two friends worth the name, someone to love and someone to love you, a cat, a dog, and a pipe or two, enough to eat and enough to wear and a little more than enough to drink; for thirst is a dangerous thing. (*Jerome K. Jerome*)

II. ROLE PLAY

The Lonely Hearts' Column

1. Look at the following page from the Lonely Hearts' Column of a magazine.

ENGLISH BACHELOR 50, 5'6", own detached house, seeks sympathetic woman without children (30–50) of any nationality for lasting friendship, possibly marriage.

Interests: languages, classical music, golf, wine. Photo appreciated. Box 243.

VERY PRETTY FEMALE seeks long-term mate. He must be older, taller, wiser and richer than me. I'm 25, 6'0", slim, fair, intelligent, have one child. Tired of going out and want to settle down. Box 312.

SIMON 25, slender, handsome, own country cottage, boat, aircraft and cars. Country and animal lover. Seeks warm, affectionate girl, 17–23. No reply without photo. Box 0342.

WHO WANTS A 25-YEAR OLD, dark-haired, good-look-ing, lively woman interested in pop music, driving, clothes, and 'living life to the full'? If you are a man aged 25–30, with a similar interest in having a good time, then write with photo (or drawing!) to Box 304.

FRENCH LADY, 20, seeks gentleman for friendship and help with language. Box 465.

COMMERCIAL DIRECTOR – well-educated, late 40s, good-tempered and cheerful, high income, recently divorced, wants to meet beautiful, slim lady under 5'5", aged 16–30, with or without children. Photo appreciated. Box 335.

I AM NOT TALL, broad-shouldered or handsome, but I'm very imaginative. Is there a girl (18–23) willing to share my dreams? If you like poetry, walking, and simple life, then 'this is an offer you can't refuse'. Box 224.

MATURE MAN, 43, 5'2", seeks mature woman. Must be kind, home-loving and interested in art. Write with photo. Box 314.

DIVORCED WOMAN, 35, with two children, seeks kind, mature man (40–60) who feels equally lonely. Interests: children, the home, watching TV, chess. Photo please. Box 857.

MAN AGED 35, tall and well-built, writer by profession, feels very lonely, requires female company of any race or religion. Age doesn't matter. All letters answered. Box 225.

FEMALE (30) keen on badminton/bridge seeks single, non-smoking male over 5'1", interested in above, also theatre, cats and Chinese food. Box 0065.

2. Students work in pairs. One pupil has a role card. He/she is looking for a companion and goes through the Lonely Hearts' Column trying to find a suitable person to write to. The other person is a friend offering help and advice.

3. When the students have finished, the students with the role card tell the rest of the class a) what sort of person he/she was looking for; b) if he/she has found someone; c) who it was and d) why this person appealed to him/her. If the student did not find anyone, he/she tells the rest of the class why not.

ROLE CARDS

1. James Brady (28 years old)

You are an office manager. You are short and stout with dark hair. Your interests are classical music and jazz, theatre and evenings at home in front of the television. You don't smoke. You are looking for someone aged 18–30 who, like yourself, is rather quiet, shy and serious. You want to get married and don't mind if the person has children.

2. Barbara Simpson (46 years old)

You are a professional interpreter. You speak three foreign languages. Your interests are literature, classical music and travelling. You are not very slim and attractive but you are rather sociable and vivacious. Though you do not want to have children you have nothing against marrying a respectable man with the same interests.

3. Tom Hall (42 years old)

You are a Finance Controller for a Multinational Company. You are divorced, attractive, have a large house and two cars. Your interests are travelling, yachting, driving and bridge. You are looking for someone, of any nationality, aged 18–35. She must be a good cook, lively, good-looking and

willing to go out a lot and entertain your business friends at home. You smoke cigars and drink quite a lot.

4. Judy Simpson (18 years old)

You are a college student. You are quite tall, slim, red-haired and have a good figure. You are fond of sport, cooking and holiday abroad. You don't smoke. You are looking for a man aged 25–35, of any nationality, who is wealthy, amusing and yet kind and sensitive. He must have the same interests as you. But you do not want to marry so young.

5. Sandra Turner (27 years old)

You are a lawyer. You are single and have a 6-year-old son. You are quite tall, have regular features and blonde hair. You are not of a cheerful disposition but you like to think of your-self as being sympathetic and understanding. You are keen on housekeeping and cooking. You are looking for a man over 30 who wants to get married and who likes children. You are not interested in going out and having a good time.

6. Fiona Whitling (47 years old)

You a prosperous businesswoman. You are creative and sensitive. You are not very attractive but you are always smartly dressed and your hair is well-kept. You enjoy ballet, historical books and travelling. You are looking for a man aged 30–40 who is creative, warm, has similar interests and who is not a male chauvinist. He must look athletic, be interested in art or history. Money doesn't matter. You are not looking for marriage.

III. THE SUPPLEMENTARY READING

1. The Escape

by W. S. Maugham

William Somerset Maugham was born in 1874 and lived in Paris until he was ten. He was educated at King's School, Canterbury, and at Heidelberg University. He spent some time at St. Thomas's Hospital with the idea of practising medicine, but the success of his first novel, "Liza of Lambeth", published in 1897, won him over to letters. "Of Human Bondage", the first of his masterpieces, came out in 1915, and with the publication in 1919 of "The Moon and Sixpence" his reputation as a novelist was established. His position as a successful playwright was being consolidated at the same time. His first play, "A Man of Honour", was followed by a series of successes just before and after World War I, and his career in the theatre did not end until 1933 with "Sheppey". His fame as a short-story writer began with "The Trembling of a Leaf", sub-titled "Little Stories of the South Sea Islands", in 1921, after which he published more than ten collections. In 1927 W. S. Maugham settled in the South of France and lived there until his death in 1965.

I have always been convinced that if a woman once made up her mind to marry a man nothing but instant flight could save him. Not always that; for once a friend of mine, seeing the inevitable doom menacingly before him, took ship from a certain port (with a tooth-brush for all his luggage, so conscious was he of his danger and the necessity for immediate action) and spent a year travelling round the world; but when, thinking himself safe (women are fickle, he said, and in twelve months she will have forgotten all about me), he landed at the selfsame port the first person he saw gaily waving to him from the quay was the little lady from whom he had fled. I have only once known a man who in such circumstances managed to extricate himself. His name was Roger Charing. He was no longer young when he fell in love with Ruth Barlow and he had had sufficient experience to make him careful; but Ruth Barlow had a gift (or should I call it a quality?) that renders most men defenceless, and it was this that dispossessed Roger of his common sense, his prudence and his worldly wisdom. He went down like a row of ninepins. This was the gift of pathos. Mrs Barlow, for she was twice a widow, had splendid

dark eyes and they were the most moving I ever saw; they seemed to be ever on the point of filling with tears; they suggested that the world was too much for her, and you felt that poor dear, her sufferings had been more than anyone should be asked to bear. If, like Roger Charing, you were a strong, hefty fellow with plenty of money, it was almost inevitable that you should say to yourself: I must stand between the hazards of life and this helpless little thing, oh, how wonderful it would be to take the sadness out of those big and lovely eyes! I gathered from Roger that everyone had treated Mrs Barlow very badly. She was apparently one of those unfortunate persons with whom nothing by any chance goes right. If she married a husband he beat her; if she employed a broker he cheated her; if she engaged a cook she drank. She never had a little lamb but it was sure to die.

When Roger told me that he had at last persuaded her to marry him, I wished him joy.

‘I hope you’ll be good friends,’ he said. “She’s a little afraid of you, you know; she thinks you’re callous.”

‘Upon my word I don’t know why she should think that.’

‘You do like her, don’t you?’

‘Very much.’

‘She’s had a rotten time, poor dear. I feel so dreadfully sorry for her.’

‘Yes,’ I said.

I couldn’t say less. I knew she was stupid and I thought she was scheming. My own belief was that she was as hard as nails.

The first time I met her we had played bridge together and when she was my partner she twice trumped my best card. I behaved like an angel, but I confess that I thought if the tears were going to well up into anybody’s eyes they should have been mine rather than hers. And when, having by the end of the evening lost a good deal of money to me, she said she would send me a cheque and never did, I could not but think that I and not she should have worn a pathetic expression when next we met.

Roger introduced her to his friends. He gave her lovely jewels. He took her here, there, and everywhere. Their marriage was announced for the immediate future. Roger was very happy. He was committing a good action and at the same time doing something he had very much a mind to. It is an uncommon situation and it is not surprising if he was a trifle more pleased with himself than was altogether becoming.

Then, on a sudden, he fell out of love. I do not know why. It could hardly have been that he grew tired of her conversation, for she had never had any conversation. Perhaps it was merely that this pathetic look of hers ceased to wring his heart-strings. His eyes were opened and he was once more the

shrewd man of the world he had been. He became acutely conscious that Ruth Barlow had made up her mind to marry him and he swore a solemn oath that nothing would induce him to marry Ruth Barlow. But he was in a quandary. Now that he was in possession of his senses he saw with clearness the sort of woman he had to deal with and he was aware that, if he asked her to release him, she would (in her appealing way) assess her wounded feelings at an immoderately high figure. Besides, it is always awkward for a man to jilt a woman. People are apt to think he has behaved badly.

Roger kept his own counsel. He gave neither by word nor gesture an indication that his feelings towards Ruth Barlow had changed. He remained attentive to all her wishes; he took her to dine at restaurants, they went to the play together, he sent her flowers; he was sympathetic and charming. They had made up their minds that they would be married as soon as they found a house that suited them, for he lived in chambers and she in furnished rooms; and they set about looking at desirable residences. The agents sent Roger orders to view and he took Ruth to see a number of houses. It was very hard to find anything that was quite satisfactory. Roger applied to more agents. They visited house after house. They went over them thoroughly, examining them from the cellars in the basement to the attics under the roof. Sometimes they were too large and sometimes they were too small; sometimes they were too far from the centre of things and sometimes they were too close; sometimes they were too expensive and sometimes they wanted too many repairs; sometimes they were too stuffy and sometimes they were too airy; sometimes they were too dark and sometimes they were too bleak. Roger always found a fault that made the house unsuitable. Of course he was hard to please; he could not bear to ask his dear Ruth to live in any but perfect house, and the perfect house wanted finding. Househunting is a tiring and a tiresome business and presently Ruth began to grow peevish. Roger begged her to have patience; somewhere, surely, existed the very house they were looking for, and it only needed a little perseverance and they would find it. They looked at hundreds of houses; they climbed thousands of stairs; they inspected innumerable kitchens. Ruth was exhausted and more than once lost her temper.

‘If you don’t find a house soon’, she said, ‘I shall have to reconsider my position. Why, if you go on like this we shan’t be married for years.’

‘Don’t say that,’ he answered, ‘I beseech you to have patience. I’ve just received some entirely new lists from agents I’ve only just heard of. There must be sixty houses on them.’

They set out on the chase again. They looked at more houses and more houses. For two years they looked at houses. Ruth grew silent and scornful: her pathetic, beautiful eyes acquired an expression that was almost sullen.

There are limits to human endurance. Mrs Barlow had the patience of an angel, but at last she revolted.

‘Do you want to marry me or do you not?’ she asked him.

There was an unaccustomed hardness in her voice, but it did not affect the gentleness of his reply.

‘Of course I do. We’ll be married the very moment we find a house. By the way I’ve just heard of something that might suit us.’

‘I don’t feel well enough to look at any more houses just yet.’

‘Poor dear, I was afraid you were looking rather tired.’

Ruth Barlow took to her bed. She would not see Roger and he had to content himself with calling at her lodgings to enquire and sending her flowers. He was as ever assiduous and gallant. Every day he wrote and told her that he had heard of another house for them to look at. A week passed and then he received the following letter:

Roger,

I do not think you really love me. I have found someone who is anxious to take care of me and I am going to be married to him to-day.

Ruth.

He sent back his reply by special messenger.

Ruth,

Your news shattered me. I shall never get over the blow, but of course your happiness must be my first consideration. I send you herewith seven orders to view; they arrived by this morning’s post and I am quite sure you will find among them a house that will exactly suit you.

Roger.

2. Proverbs, Sayings, Quotations, Jokes

Like mother like daughter.

A man is as old as he feels, and a woman is as old as she looks.

Handsome is as handsome does.

Children are poor man’s riches.

Marriages are made in heaven.

A good husband should be deaf and a good wife should be blind.

East or west home is best.

A bachelor’s life is a fine breakfast, a flat lunch, and a miserable dinner. (*La Buyere*)

Beauty is a sort of bloom on a woman. If you have it you don't need to have anything else; and if you don't have it, it doesn't matter what else you have. (*Barrie*)

Every man has three characters – that which he exhibits, that which he has, and that which he thinks he had. (*Karr*)

The best way to make children good is to make them happy. (*O. Wilde*)

Families with babies and families without babies are always sorry for each other. (*Howe*)

The most important thing a father can do for his children is to love their mother. (*Anonymous*)

A successful marriage is an edifice that must be rebuilt every day. (*Maurois*)

A home can be made a heaven and a hell. (*Eleonor Roosevelt*)

“My father,” said the young woman to an admirer, “is a very good businessman. When he was quite young he managed to make a large fortune.” Would you like to hear how he did it?”

“Certainly,” said the young man, “but tell me first, has he still got it?”

Her mother: “My daughter sings, plays the piano, paints, understands botany, zoology, French, Italian – in fact is accomplished in every way. And you, sir?”

Prospective son-in-law: “Well, in an emergency I suppose I could cook a little and mend the socks.”

“I can see you are a married man now?”

“How?”

“‘cause you have no buttons off your coat and –”

“Yes, that’s the first thing my wife did – taught me how to sew them on.”

Father: “I am obliged to punish you and it will pain me.”

Johnny: “But, father, if you’ve done nothing wrong, why pain yourself?”

“Is your wife as pretty as ever?”

“Yes, indeed! Only it takes her half an hour longer.”

“Have you and your wife ever had any difference of opinion?”

“Yes, but she didn’t know it.”

IV. GLOSSARY

acutely	остро, сильно
appalling	ужасный
aquiline (nose)	орлиный (нос)
asset	достоинство
assiduous	усердный
bleak	унылый, безрадостный
blessing	благословение, благо(дать)
blunder	промах
callous	бездущный
cheat	жульничать, надувать кого-л.
coil	завиток
comprise	включать в себя, состоять из
conceited	высокомерный
conquer	завоевывать
convivial	дружеский, дружелюбный
crave	жаждать чего-л.
crooked	кривой
damp	сырой, влажный
deceitful	лживый, обманчивый
delineation	очертание
devious	лукавый
dignity	достоинство
dispossess	лишать кого-л.
doom	рок
dud (bomb)	неразорвавшаяся (блмба))
dwelling	жилище
edifice	величественное здание
endurance	выносливость
extricate	высвободить кого-л./что-л.
fickle	непостоянный
fragile	хрупкий
grant	стипендия
guilt	вина, виновный
hasty	поспешный
hazard	опасность
heart-strings	сердечные струны
hefty	здоровенный, изрядный
indispensable	необходимый, незаменимый

inevitable	неизбежный
inferior	подчиненный
inspiration	вдохновение
instalment	взнос
jilt	бросать кого-л.
lion-tamer	укротитель львов
lofty	возвышенный
longing	тоска
masterpiece	шедевр
menacingly	угрожающе
mischief	озорство
mortgage	ипотечная ссуда, закладная
nuisance	досада, неприятность; надоедливый человек
oath	клятва
pathos	пафос
peevish	капризный, сварливый
perennial	многолетний, вечный
perseverance	настойчивость
petal	лепесток
plait	заплетать
playwright	драматург
profuse	обильный
prominent	выдающийся
prosperous	преуспевающий
prudence	благоразумие
quandary	затруднение
quay	пристань
queue up	стоять в очереди
rapport	взаимопонимание
revenge	месть
revolt	восставать
scorn	презирать
scornful	презрительный
shabby	ветхий
shatter	разбивать (сердце)
shrewd	хитрый, пронзительный
shuffle	тасовать
slouchy	сутулый
solemn	торжественный
spank	шлепать, отшлепать

stuffy	душный
sullen	угрюмый
swear	давать клятву
thatched (cottage)	коттедж с соломенной крышей
tolerant	терпимый
vivacious	живой
well	колодец
whip	хлестать, бить хлыстом
wicked	жуткий
wring	затрагивать

Set expressions

to make/be a good/bad match

They make a good match.

They are a bad match.

to give a child a chance to express oneself

to play a heavy father

Они хорошая пара.

Они не подходят друг другу.

дать (давать) ребенку возмож-

ность выразить (выражать)

себя

быть строгим отцом

UNIT 3

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I. SPEAKING PRACTICE

TRAVELLING

The United Kingdom: A Few Glimpses of the Country

The United Kingdom of Great Britain and Northern Ireland, which is sometimes abbreviated to the UK, is the political name of the country that comprises England, Scotland, Wales and Northern Ireland (often referred to as Ulster). “Great Britain”, as we usually call the country, is actually the name of the island which is made up of England, Scotland and Wales, i.e. it does not include Northern Ireland. Great Britain belongs to the “British Isles” which consist of all the islands off the north west coast of the European continent, the largest among them being Great Britain, Ireland (both Northern and Southern), the Channel Islands, the Isle of Man, and a great number of other small islands, especially to the west of Scotland. Their total area is about 120,000 square miles. Thus, “The British Isles” is the geographical name that has political reference to the United Kingdom and the Republic of Ireland (Southern Ireland), which is completely independent of the UK.

The United Kingdom is comparatively small, but there are only nine other countries with more people, and London is the seventh biggest city in the world. There is hardly another country with such a variety of scenery – wild desolate mountains in the northern Highlands of Scotland, flat tulip fields in the east of England, heather-covered moors not far from Manchester and Sheffield. The main areas of highland are in Scotland, Wales and Cumbria. The principal range of hills called the Pennines and known as the “backbone” of England is situated in its central part. In the north the Cheviots separate England from Scotland, in the west are the Cumbrian mountains which occupy the greater part of Wales. The highest mountains are Ben Nevis (4,406 feet) and Snowdon (3,560 feet). The position of the mountains naturally determines the direction and length of the rivers most of which are of no great value as waterways. Only a few of them are navigable for small vessels. The longest rivers – the Severn and the Thames – are actually not too long, the former being 220 miles, the latter 215 miles). Most of the rivers flow into the North Sea. The seas round the British Isles are shallow, which is to a certain extent an advantage. Shallow water is rather warm, it helps keep the shores from extreme cold. Due to this, the sea is the home of millions of fish. As long as the coast line is deeply indented, there are many splendid harbours for ships. It is to a large extent owing to the shape of the country that in Britain you are never very far from the coast.

Alongside with the official division of the UK into England, Scotland, Wales and Northern Ireland, the territory of England, in its turn, is subdivided into some distinct parts: the Southeast, the Southwest, East Anglia, the Midlands, and the Northern part of England.

The Southeast of England is a low-lying land with gentle hills and a coast that is regular in outline. It is the most densely – populated region of England with only 11% of the land area of the country, but a third of the total population. A large part of the region is affected by urban development: housing, factories, offices and a complex network of roads. However, there is still attractive countryside to be found in all counties outside the influence of London. The south coast has a mild and sunny climate which makes it popular with both holiday-makers and the elderly, who find it a comfortable area to retire to. The rich brown soil of the region is deeply cultivated and most of England's wheat is grown here. A quarter of the sugar used in the country comes from sugar-beet grown in the Southeast, but the most important crop is still potatoes. The county of Kent situated here is known as the Garden of England as it produces a lot of fruit and vegetables for the whole of the country. The main passenger ports and airports are located in the Southeast, among them Heathrow, the world's busiest airport for international traffic, and Gatwick, the second major airport, both of which are situated not far from London. Brighton, on the south coast, is a famous seaside resort and a conference centre.



In the Southwest of the country the principal activity is farming. Although there are some very big farms, most are small family farms. Industry is centered on the three large ports: Bristol, Portsmouth and Southampton. Bristol is the place where aircraft are designed and built. In Portsmouth and Southampton the main industries are shipbuilding and oil-refining. Portsmouth is the home of the Royal Navy, and its dockyard has a lot of interesting buildings and monuments. The counties of Devon, Cornwall and Somerset are often called the West Country. They are very popular with holiday-makers and have a large number of hotels, private houses and farms which offer bed and breakfast. The countryside is extremely beautiful, that is why people enjoy going there in order to “get away from it all”. Besides, the coastline offers the best beaches and surfing in England. Moreover, the weather is usually warmer than in the rest of the country. The Southwest of England is famous for the great stone monument of Stonehenge which is probably the most remarkable of prehistoric remains in the country. Some scientists think

that the Druids used the Stonehenge as a temple, and the stones could serve as a calendar. In the Southwest there are between 120 and 130 offshore islands which can be classified as part of England's natural geography. The largest of these islands is the Isle of Wight. The island is visited by thousands of tourists every year whose favorite activity is yachting.

East Anglia is now best known as a farming region. Being extremely flat, it is mainly dominated by agriculture. It has beautiful cities with fine historic buildings. The most famous among them is certainly Cambridge with its University which started in the 13th century and has more than twenty colleges nowadays. The area known as the Fens is situated in East Anglia. It stretches 40 miles northwards from Cambridge to the Wash and about 40 miles south-eastwards from Peterborough. A fen is low-lying and wet land partly covered with water which is very flat with almost no trees. The area has some of the richest farmland in the country with black, fertile soils, and produces sugar-beet, potatoes, cereals and a lot of fruit. Besides, East Anglia has many sandy beaches and inland waterways. In medieval times it became rich because of the wool trade. It was not affected by the industrial revolution, and even today there is very little heavy industry. East Anglia is rather isolated from the rest of Britain because of its position away from the main national routes and because of its shape. More than half of its territory is surrounded by sea.

The Midlands is the region usually referred to as the Heart of England. It is one of the most productive regions in the country, with large industrial areas such as the Black Country in the west Midlands, and a lot of farming areas. The region has beautiful countryside in the Peak District National Park, the Cotswold Hills and the Malvern Hills. Birmingham with its world-famous open-air markets and shopping centres is the most important city in the Midlands. It still preserves the old atmosphere of traditional street market. Oxford which started its history in the middle of the 12th century as a University town is also in this part of the country. Nowadays Oxford is an industrial and commercial area of England, as well as an important centre of medicine. Another place which attracts tourists from all over the world is Stratford-on-Avon where William Shakespeare was born in 1564 and died in 1616. He is buried in Holy Trinity Church.

The northern region of England is rather wild and lonely, but it contains some of the busiest industrial centres. This part of England is known for its deep valleys, rivers, waterfalls, hills, and mountains. Northumbria is a region of great natural beauty although industry has existed here for thousands of years. It has always been famous for fishing, trading, and ship-building. It was here that iron and steel production, railway engineering, bridge building,

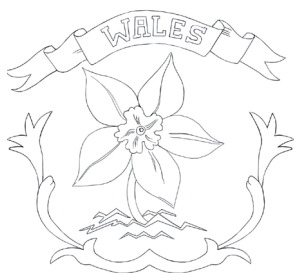
industrial machinery, and textile industry developed intensively. Industrialization, however, did not spoil the countryside of the Northeast. The Lake District, which is the central mountainous area of Cumbria, has some of England's most beautiful scenery. It is a National Park owned by the National Trust which was set up in 1895 to protect the countryside and ancient buildings of England and Wales. One of the most important places in the North of England is York, the former capital of the Viking kingdom, an important railway centre, the home of famous chocolate, and a historical centre known for its outstanding beauty.

Scotland is the northernmost part of Great Britain. It has three distinct regions: the Highlands, the central plain or Lowlands, the southern uplands often referred to as "the Scott country". The latter is a hilly country where there are more sheep to the square mile than anywhere in the British Isles. Scotland and England were united in 1603, and today Scotland is part of the United Kingdom that is governed from



London. A special minister in the Government called the Secretary of State for Scotland is responsible for education, local government and other important matters. Life in modern Scotland is in most aspects similar to the rest of the UK, though the legal, educational and banking systems are slightly different from what they have in England. Most of the inhabitants speak English, but about 100,000 people still speak Scottish Gaelic. Many of the Scottish accents of English are very strong, and visitors from abroad sometimes have difficulty in understanding them. Scotland is famous for its picturesque festivals and attractive sporting events such as throwing the hammer, tossing the caber, running and jumping, which date back to Celtic times, when competitions were held to find the strongest and fastest men to become body-guards and messengers. The Highlands, the most mountainous area of Great Britain, are a popular centre for winter sports. Scotland's most important industries, steelmaking and engineering, are concentrated in the central Lowlands. Here are coal and iron fields and the largest shipbuilding yards. Glasgow is the largest city, seaport and trading centre of Scotland.

Wales situated in the west of Great Britain is approximately 150 miles from north to south. About two thirds of the total population of 2,8 million people live in the South Wales coastal area, which is dominated by three big towns: Swansea, Cardiff and Newport. Cardiff is the modern capital of Wales. The Welsh are very proud of their language and culture which are best preserved in the south and east. The west coast, Mid Wales and North Wales are



wild and beautiful. On crossing the border from England into Wales visitors soon realize that they have entered a country with its own distinct geography, culture, and traditions. The Welsh language is quite specific being one of the Celtic languages, like Scottish and Irish Gaelic. The Welsh Language Act of 1967 said that all official documents should be in both languages, and since that time the interest to the language has been increasing. Today, one of the independent TV channels is broadcasting mainly in Welsh. Culture and traditions are not the only matter of pride in Wales. Mining has been one of the great Welsh developments for many years along with the iron and steel trades. Besides, it is the region of extraordinary beauty. There are three National Parks in Wales which cover one-fifth of the whole country and are protected by law. The most famous of the parks is Snowdonia in the north-west. Many people who are ready to give up all the comforts of home life travel to the parks each year for special camping holidays. These holidays include a large number of outdoor activities such as walking, climbing, and riding, or watersports such as canoeing and fishing.

Northern Ireland (sometimes called Ulster) is situated in Ireland. The southern two thirds of Ireland are occupied by the Republic of Eire, which borders on Northern Ireland. In the north and east it is washed by the sea. Northern Ireland consists of six counties. As the country is only 5,500 square



miles in area, one can see most of its main attractions in a week. Belfast which started as a village in the 17th century is the capital of Ulster. It is one of the youngest capital cities in the world and it has grown incredibly fast. The population of Belfast is 400,000 people, nearly a third of the entire population of Northern Ireland. Its intensive industrial development in the 19th century doubled the size of the town every ten years. Modern Belfast is a world-famous

centre of shipbuilding. In spite of its industrial development, many areas of Northern Ireland are extremely beautiful because of their rivers, waterfalls, wild flowers and birds. Due to endless conflicts between Protestants and Catholics which actually have deep historical roots many people imagine that the country is a big battlefield. But that is not true. Many areas of Ulster are quite peaceful and attract tourists from all over the world.

GEOGRAPHICAL NAMES:

Ulster	Brighton
Channel Islands	Bristol
Isle of Man	Portsmouth
Manchester	Southampton
Sheffield	Devon
Cumbria	Cornwall
Pennines	Somerset
Cheviots	Isle of Wight
Ben Nevis	Cambridge
Snowdon	Wash
Severn	Peterborough
Thames	Peak District
North Sea	Cotswold Hills
Kent	Malvern Hills
Heathrow	Birmingham
Gatwick	Stratford-on-Avon
Northumbria	Cardiff
York	Newport
Glasgow	Republic of Eire
Swansea	Belfast

TEST YOURSELF

[1] *Answer the questions in this geography quiz. Use the words “none”, “one”, “two”, “three”, “all” in your answers.*

Example: – How many of these are rivers: the Amazon, the Mississippi, the Nile?

– All of them are rivers.

– How many of these are

1. islands: Wight, Great Britain, Ulster?
2. in the Southeast of England: Birmingham, London, Dover?
3. in Wales: Cardiff, the Lake District, Swansea?
4. mountains: Ben Nevis, Snowdon, Cumbria?
5. industrial centres: Belfast, Portsmouth, Somerset?
6. rivers: the Cam, the Thames, the Severn?
7. agricultural districts: East Anglia, Midlands, Scotland?

8. belong to the UK: Ulster, the Republic of Eire, Wales?
9. are on the sea coast: Brighton, Oxford, Dover?

[2] *Answer the questions using the map.*

1. What do we call the group of islands off the north west coast of the European continent?
2. What is meant by the name “Great Britain”?
3. What is the capital of a) the UK of Great Britain and Northern Ireland; b) Scotland c) Wales; d) Northern Ireland?
4. Where is the most densely-populated region of England?
5. Where are the principle industrial areas of Great Britain situated?
6. What regions are dominated by agriculture?
7. What parts of Britain are famous for beautiful National Parks?
8. What regions / counties / towns of Britain are especially good for holiday-makers?
9. Where can visitors have difficulties in understanding people when speaking to them?
10. What regions / counties / towns / cities of the United Kingdom would you like to visit? Why?
11. If you were suggesting places to visit in your country, where would you choose and why?
12. Is the North very different from the South in your country? Are the East and West different? List some of the differences.

[3] *Discuss the following topics:*

1. The geographical location of the UK, its area and population.
2. British scenery.
3. The main regions of the United Kingdom.
4. The climate of the British Isles.
5. Holiday making in Britain.
6. The most interesting historical places in the UK.
7. The major cities and towns of the UK.

[4] *Make up a dialogue between two friends (one of them is from England, the other is from your country), comparing the countries.*

Suggestions: size, population, different parts or regions, climate, the main cities, towns, industries, agriculture, etc.

Travelling in Britain

ESSENTIAL VOCABULARY

- travel(s) – travelling; (pl) journeys, esp. abroad;
to travel – to make (esp.) long journeys;
to travel by air (plane) / sea (ship) / land (car); (motor) coach;
to travel on foot / horseback
traveller – person on a journey;
travel agent – person who makes arrangements for travel, by selling tickets, reserving accommodation, etc.
travel-agency / -bureau / tourist – bureau
journey – travel from one place to another by land; a long / pleasant / round-the-world / sentimental journey
to be on / go on / make / set out on / take a journey to ...
tour – journey during which you visit several places that interest you;
package tour – holiday tour with many details arranged in advance by travel agents and sold at a fixed price;
a business / motorist / sightseeing / city / walking / foreign / student / study tour to go on / make a tour of ...
trip – business or pleasure journey; excursion;
a business / camping / pleasure / round-the-world / wedding trip
to go on / make / take / arrange / plan a trip
voyage – journey by sea, or along a river;
a long / ocean / sea / round-the-world voyage to go on a voyage from ... to ...
cruise – pleasure voyage; a world cruise;
to take a cruise around the world to go cruising (on the Mediterranean, the Volga, etc.)
outing – short enjoyable trip away from home, school or place of work;
an outing to the seaside, etc.; to go for an outing
excursion – (short) tour to an interesting place;
to go on / make an excursion to ...
excursionist – person who makes an excursion;
run – outing by car;
to have / go for a run
flight – journey made by air;
a non-stop / international / domestic flight

- fare – money charged for a journey by bus, ship, taxi, etc. fare reduction;
- at a reduced fare
- accommodation – furnished or unfurnished room(s); e.g. in a flat, house, hostel or in a hotel;
- first-class / hotel / second-class / travel / camping accommodation well-staffed home / hotel to take good care of visitors
- brochure – short, usually descriptive, printed article in a paper cover;
- travel / holiday brochures

TRAVELLING

People travel from a very early age. Years ago people travelled on horseback, by horse and buggy, or by stagecoach. Later they moved about in cars, buses and trains. Nowadays men and women travel by land, sea and air. Great changes have taken place in transportation. Today some people have gone to the moon in spaceships. Others have gone to distant lands in submarines.

The second half of the 20th century has seen great increase in all kinds of travelling. Owing to road improvements, increased popularity of cars, availability of air transportation with low-cost fares, comfort and convenience of modern means of transport tourism has become a big business. Statistics show that the majority of tourists travel by plane. However, some of them prefer other means of transportation such as car, motor coach, railway, helicopter, or ship. Some young people like to go places by motorcycle or bicycle. But in our hurry to get from one place to another we sometimes fail to see anything on the way. Air travel, for instance, gives you a bird's-eye view of the world. When you travel by car or train a blurred image of the countryside constantly smears the windows. Car drivers, in particular, are forever obsessed with the urge to go on and on. And as for sea travel, its peculiarity is perfectly summed up in the words of the old song: "I joined the navy to see the world, and what did I see? I saw the sea".

The tourist trade is booming nowadays. Superb systems of communication by air, sea and land make it possible for us to travel in different countries at a moderate cost. What was once available only for the very rich, is at present within everybody's grasp. Today travellers enjoy a level of comfort which the lords and ladies on grand tours in the old days couldn't have dreamed of. Many trips are being planned by tourist organizations: family trips, package tours, chartered flights, trips for youngsters and many others.

Everybody understands that travelling can be educational and pleasurable for all. So travel agents do everything they can to offer their clients

a wide choice of tours. Even if it is impossible for parents to take their children with them, there are special hotels for infants in many large cities. They are well-staffed with responsible housekeepers, teachers and nurses who offer special educational and recreational programmes.

Young people also have a good opportunity to travel. But they go to Europe or the USA not only to travel but to study. Many countries attract students by giving scholarships. Organizations, such as civic groups, airlines and national tourism councils, grant aid to them to study abroad. Most travel agencies have information about scholarships. Many airlines offer fare reductions for those under thirty to encourage them to travel.

ILLUSTRATIVE DIALOGUES

[1] *Judy meets her friend Philip in the street.*

Judy: Hello, Philip. Haven't seen you for ages. Where have you been keeping yourself?

Philip: Oh, I've had a most exciting experience. Dad took me on a Mediterranean cruise.

Judy: How wonderful! I suppose you've seen lots of interesting things. Did you call at many ports?

Philip: At quite a number of them. At each port we went ashore and had some trips into the depths of the country.

Judy: Did you travel by train, bus, or car?

Philip: By coach. Now I can boast of having seen so many different places.

Judy: I must say that I feel pretty envious. By the way, how did you book the cruise?

Philip: Through the local travel agency.

Judy: What kind of tours do they offer there?

Philip: They have tours for motorists with hotels, camping accommodation, package tours, business trips, educational trips, all sorts of voyages, and many others.

Judy: Well, I'm glad that your cruise was a success. I'd like to travel in the same way. I think, I'll ask my parents to visit the local travel bureau.

[2] *Peter and Jane Bennett are at the travel agency.*

Peter: Hello! We'd like some information, please. We want to go to Los Angeles.

Agent: Yes, what do you want to know?

Peter: Well, first of all, we want to know the air fare.

Agent: When would you like to go?

Jane: We don't really know. In May, or perhaps in June.
 Peter: Why not in July? Actually, we are not sure yet. It will largely depend on the fare.
 Agent: I see. Well, in May and June the fare is £ 235. But it is less in March and April. It's only £ 220.
 Jane: And what about July?
 Agent: It's more in July, of course.
 Jane: How much it is then?
 Agent: It's £ 262.
 Peter: Oh! What a pity! We can't afford it, I'm afraid.
 Jane: Can you give us a brochure, please? Still, we want to think about it?
 Agent: Yes, of course. Here you are.
 Jane: Thanks. We'll come later.
 Agent: You're always welcome.

EXERCISES

[1] *Put the words given below into the correct sentences. Use each word only once.*

flight, trip, travel, voyage, tour, cruise, package tour, journey, outing, excursion, run.

1. We visited a number of famous towns and cities on our American last year.
2. Before the invention of the airplane, the from Britain to America took several weeks, or even months.
3. The plane which is now arriving is SAS 343 from Copenhagen.
4. The first thing I did when I arrived in Paris was to go on a sightseeing
5. In my opinion, the best way to is certainly by air.
6. How long does the train from London to Glasgow take?
7. Last year my sister went on a Baltic and was seasick practically the whole time.
8. One of the main advantages of going on a is the price, of course. Besides, you don't have to plan everything beforehand, find hotels, buy air tickets, etc. Everything is done for you.
9. Do you want to come for a in my new car on Sunday?
10. Last month I spent a couple of days in London and went on a very interesting to the British Museum. 11. We'd like to go on a day's to the Zoo in Berlin. I'm sure the whole family will love it.

[2] *Answer the following questions:*

1. How do most people travel nowadays? What is the most popular mode of travelling in your country?
2. Which way do you prefer to travel? Why?
3. What has helped to make tourism a big business?
4. How do changes in transportation influence travelling?
5. What “old-fashioned” modes of travelling are still in use nowadays? Which of them have you tried?
6. How do you think people will travel in future?
7. Have you parents ever taken you on a trip, journey, or voyage? Do you remember anything about it? How old were you then?
8. Why do people travel? Give your reasons for being fond of travelling?
9. Do you think that tourism will be flourishing in future? Why?
10. What kind of accommodation do most people / your parents / you personally prefer when you are on holiday? Why?

[3] *Agree or disagree.*

Two hundred years from now people will be able

1. to travel in space freely;
2. to spend weekends on other planets alone as well as with their friends and relatives;
3. to fly private helicopters and small planes;
4. to travel faster than light both in space and time.

[4] *Prove that traveling by plane / train / ship / is most exciting, comfortable. Use the suggested arguments. Think of some other arguments and counter – arguments, if any.*

1. Travelling by plane is more convenient and far quicker than anything else. Flying itself is extremely thrilling.
2. With a train you have speed, comfort and pleasure combined. From the comfortable corner seat of a railway carriage you have a splendid view of the whole countryside.
3. While travelling by ship you feel the deck under your feet, you see the rise and fall of the waves, and you feel the fresh sea wind blowing in your face.
4. Travelling in a car you are free to stop wherever you like and see as many places as you want.

[5] *Make up a dialogue for the following situation:*

Susan Bennett goes to the travel agent's to ask for information about a holiday in Holland. The travel agent recommends a trip to Amsterdam in

June. Susan says she would prefer July or August when it is warmer. She adds that she doesn't mind the cost. Then she asks the agent about the length of the trip and quality of the hotel accommodation. She also wants to know if the cost includes meals at the hotel and is surprised to learn that it includes only breakfast. Then she asks for a brochure, thanks the travel agent and leaves to think it over, discuss it with David and return later.

Packing Things

ESSENTIAL VOCABULARY

to pack (for a trip)	– to put things into a box, bag, trunk, etc., to get ready for a journey by doing this.
luggage	– bags, trunks, etc. and their contents taken on a journey;
luggage-rack	– rack (above the seats) in the train, coach, etc. for luggage;
luggage van	– carriage for luggage on a train; light / hand / heavy / excess luggage
to have one's luggage registered	– to make a written and formal record of one's luggage;
to have one's luggage labelled	– to place a label on one's luggage; left-luggage office
luggage locker	– box or compartment used for storing luggage; to travel light – to make a journey without taking much luggage
to deposit one's luggage	– to put one's luggage into a left-luggage office for safekeeping;
luggage receipt	– written statement that luggage has been received;
to weigh one's luggage	– to measure how heavy one's luggage is; to have one's luggage weighed
to be under / over weight	– weighing too little / too much;
suit-case / valise	– small leather bag for clothes etc. during a journey;
brief / attache case	– flat leather or plastic case for documents, etc.;
trunk	– large box with hinged lid, for clothes etc. while travelling.

HOW TO PACK THINGS

Packing for a trip turns out to be a complicated thing, especially if you are doing it for the first time. Inexperienced travellers can benefit from consulting an agent beforehand. First-timers tend to take along too many unnecessary items and not enough practical ones. Experienced travellers have a tendency to travel light, which is very wise indeed.

Clothes made of wash-and-wear materials are the most practical for both men and women. Beach wear—shorts, swimming suits and robes—are a must for seaside holidays and beach resorts. Even though the trip is going to be to a warm country one should take warm clothes for cool evenings. All tourists are advised to take along comfortable shoes, jeans, and a lightweight raincoat or a folding umbrella. The success of your holiday largely depends on how appropriate the choice of clothes was.

Styles change rapidly, but in many out-of-the-way towns where fashion shows are unknown, residents may resent tourists who look out of place. Thoughtful people do not like to offend their hosts.

ILLUSTRATIVE DIALOGUE

[1] *David Bennett asks the porter at the railway station to help him with his luggage.*

David Bennett: Porter, will you see to my luggage, please?

Porter: Where for, sir?

David Bennett: I'm going by the 8 o'clock train to Edinburgh. Will you have this trunk labelled and put in the luggage-van? The suitcase and bag go on the luggage-rack.

Porter: All right, sir.

David Bennett: Thank you. Here you are.

Porter: Thank you, sir. I hope you'll have a comfortable journey.

EXERCISES

[1] *Answer the questions.*

1. If you were going to Brighton or Somerset in summer, what would you take along?
2. If you were going to the Highlands of Scotland in winter, what basic things would you choose?

3. What are the advantages of wash-and-wear-materials? Where do you usually take them?
4. Is packing a problem with you or not? Why?
5. Do you prefer to travel light or with much luggage? Why?
6. Have you got your own manner of packing things? What is it?
7. How long does it usually take you to pack things? What does it depend on?

[2] *Have a look at this cartoon by Bitstrupp. Make up a story. Think of some other possible endings.*

[3] *Read the story by Jerome K. Jerome and say whether you can suggest a better way of solving the luggage problem. Prove that your way is better / quicker / more convenient, etc.*



LUGGAGE QUESTION

When you decide to go on a tour, the usual luggage question arises. The best way is to make a list of things before packing. I taught my friends how to make such a list; I had learned it myself years ago from my uncle Podger.

“Always before beginning to pack”, my uncle usually said, “make a list”. He was a methodical man.

“Take a piece of paper” – he usually began at the beginning – “put down on it everything you can require; then go over it and see that it contains nothing you can possibly do without. Imagine yourself in bed; what have you got on? Very well, put it down – together with a change. You get up; what do you do? Wash yourself. What do you wash yourself with? Soap; put down soap. Go on till you have finished. Then take your clothes. Begin at your feet; what do you wear on your feet? Boots, shoes, socks; put them down. Work up till you get to your head. What else do you want besides clothes? A little brandy; put it down. A corkscrew; put it down. Put down everything, then you don’t forget anything”.

That is the plan he always followed himself. When the list was made, he always went out over it carefully, as he always advised, to see that he had forgotten nothing. Then he went over it again, and stroke out everything he could possibly do without.

Then he usually lost the list.

[4] *Speak about advantages and disadvantages of travelling light / with substantial luggage. Which of the two do you prefer? Give your reasons.*

[5] *Make up a dialogue for each of the following situations:*

1. Susan Bennett has just arrived in Brighton. She is going to take her luggage to the left-luggage office. She asks the porter to help her.

2. Greg Simpson is setting on a business trip to the North of England. He asks his wife Joan to help him with the packing.

3. Peter and Jane Bennett are packing for a holiday in Los-Angeles. It is June. Peter prefers to travel with as little luggage as possible. Jane, on the contrary, wants to take all the necessary things for all kinds of weather. Their discussion ends in a quarrel.

Passing through the Customs

ESSENTIAL VOCABULARY

Customs – department of government that collects import duties;
to go / pass through / get one’s luggage through the Customs

to declare smth – to make a statement (to Customs officials) of dutiable goods brought into a country;

Customs declaration

to fill in / out a Customs declaration form

to have one's luggage inspected

tax – money paid by citizens to the government;

smuggling – getting (goods) secretly and illegally through the Customs; smuggling firearms / drugs, etc.

exemption – right to be free from tax

AT THE CUSTOMS

“Going through the Customs” means having your luggage inspected by Customs officials. The word “Customs” does not only mean a department of Government that collects import duties. “Customs” are also government taxes on imports or exports. Since early times countries have imposed duties to protect their own industries and to prevent smuggling. Everyone entering a country has to fill out a Customs declaration form. One has “to declare”, or list, certain items that he is bringing into the country. The list includes the sum of money taken to the country, items of jewellery, etc. There are, of course, certain exemptions for ordinary things. One also has to open his luggage for inspection. Recently there has been very close inspection in an attempt to stop the smuggling of drugs. Customs inspectors are trained to recognize travellers who are carrying things into a country illegally, that is smugglers. The inspectors know all about hiding smuggled items in wooden legs, glass eyes, bandages, wigs, books, etc.

ILLUSTRATIVE DIALOGUE

[1] *Peter and Jane Bennett are passing through the Customs at the airport in Los Angeles.*

Customs Officer: Hello! May I have your declaration?

Peter: Certainly. Here you are.

Customs Officer: How many suitcases have you got?

Peter: Only one. This one.

Jane: And a small handbag.

Customs Officer: Have you anything to declare? Any presents for people in this country?

Any jewellery, spirits or tobacco?

Peter: No, we've got only clothes.
 Jane: And our wedding rings, of course.
 Customs Officer: Open your suitcase, please? What have you got in it?
 Peter: Only clothes. I've got one suit, three shirts, a sweater and a pair of shoes.
 Oh, and I've got four pairs of socks.
 Jane: Besides I've got some clothes and underwear.
 Customs Officer: And what's this?
 Peter: What's this? These are our books on law. The matter is that we both study law at the University. So we decided to take a couple of books with us. Is that allowed?
 Customs Officer: Oh, yes! If it is really law.
 Jane: Of course, it is. Would you like to have a look?
 Customs Officer: Certainly. Now, you may take your things and go. Sorry for having kept you so long.
 Peter: That's all right.

EXERCISES

[1] *Answer the questions.*

1. What meanings of the word "custom(s)" do you know? What's the difference between them? Give examples to illustrate each meaning.
2. What are the meanings of the word "duty"? Give examples to illustrate the difference between them.
3. What are the main rules of passing through the Customs in Britain / in your country / in other countries you have been to? Discuss points of similarity and difference between them.
4. How do people try to smuggle when they want to avoid paying duty?
5. What can you say about the behavior of Customs Officers in different countries? What do they often look for?
6. Have you ever had any problems with passing through the Customs. When was it? What was the problem? How was it solved?

[2] *Express your attitude towards the following statements:*

1. Going through the Customs is a tiresome business.
2. At the Customs honest people are sometimes made to feel guilty while professional smugglers are never troubled by such feelings.
3. The Customs service is something we can't do without in modern world. In the nearest future it won't be necessary.

[3] *Make up a dialogue between a young inexperienced / an elderly experienced Customs officer and a young woman / an old man / a middle-aged woman who tries to smuggle something valuable through the Customs.*

Travelling by air

ESSENTIAL VOCABULARY

aircraft / airplane / airliner / passenger plane

airport

airhostess / stewardess / steward – person who attends to the needs of passengers;

air terminal – building(s) (in a town or city centre) to or from which passengers travel to or from an airport;

airsickness – tendency to vomit as a result of travelling by air; to be airsick

to board a plane – to get on or into a plane;

to be / go on board – to be / go on a plane;

boarding card / pass – pass for getting on a plane;

waiting room / lounge – room at an airport used by people who are waiting for planes;

a departure / arrival / transit and transfer / VIP lounge

to climb to height / to rise to a good height

to take off – to leave the ground and rise;

a smooth take off

to develop / to pick up speed

altitude – height

to reach / lose altitude

ticket – written or printed piece of card or paper giving the holder the right to travel in a train, bus, ship, etc.;

to book a flight – to arrange to have an air ticket and use it at a particular time; to give or receive an order for a flight;

first class – best accommodation in an aircraft;

second / economy class – cheapest class of travel;

tourist class – second class;

to go first / second, etc. class	
to land	– go, come, put on land from an aircraft;
landing	– act of coming or bringing to land;
forced / emergency landing	
to make a landing landing ground	
pilot	– person trained to operate the controls of an airliner;
to pilot	
to check in	– to arrive and register at an airport;
check-in desk	– place at an airport where one registers for a flight;
to announce the arrival / departure of the plane	
information desk	
receptionist	– person employed to receive clients;
to label (a bag, suitcase, etc.)	– to put a piece of paper, cloth, wood or other material used for describing what something is, where it is to go.
gangway	– movable bridge from a plane to the land;
to make for the gangway	– to move in the direction of the gangway;
to lower / raise the gangway	
runway	– specially prepared surface along which aircraft take off and land.

AIR TRAVEL

Nowadays most people prefer to travel by air because it is the quickest and the most convenient way of getting from one place to another. Here are a few rules on air travel that may turn out to be helpful.

Firstly, passengers are usually requested to arrive at the airport one hour before departure time on international flights and half an hour on domestic flights. Secondly, passengers must register their tickets, weigh in and register the luggage. The limitation of weight for the economy class is 20 kilograms, whereas first-class passengers are allowed to take 30 kilograms. Excess luggage is to be paid for. Thirdly, passengers are permitted to take only some personal belongings with them into the cabin. These items include handbags, brief-cases, umbrellas, coats, and souvenirs bought at the tax-free shops at the airport. Fourthly, each passenger is given a boarding pass to be shown first at the departure gate and then to the stewardess when boarding the plane.

On board the plane passengers should watch the electric sign flashes. When you see the sign “Fasten Seat Belts” do so promptly. Passengers should

also obey the “No Smoking” signal and listen attentively to the announcements on the public address system. The captain always welcomes you on board, gives you all the necessary information about the flight, and even the interesting places you are flying over. Passengers are requested not to forget their personal belongings when leaving the plane.

Nowadays, when the danger of hi-jacking is constantly growing additional measures to provide the security of the passengers and the crew are taken by most companies. For example, both the passengers and their luggage are wanted for additional control, due to which flights are sometimes delayed.

ILLUSTRATIVE DIALOGUES

[1] *David Bennett is going to Hamburg on business. His secretary is at the airport to inquire about the flights and fetch a ticket.*

- Secretary: I'd like to book a flight to Hamburg for tomorrow?
Receptionist: If you'd like to take a seat, I'll find out for you.
Secretary: I need one ticket for my boss, please. He prefers to travel first class.
Receptionist: There's a flight in the morning. It arrives in Hamburg at 11.05. And there's another in the afternoon. Oh, no. That one doesn't go on Tuesdays. But there's one in the evening.
Secretary: I think the morning flight is better. When is he supposed to check in?
Receptionist: The latest time of reporting is 08 05 at the airport. Or he will have to be at Victoria Coach Station by 07 30.
Secretary: That's very good. Thank you.

[2] *David Bennett is checking in at the airport.*

- David Bennett: Can I check in here for the British Airways flight to Hamburg?
Receptionist: Yes, sir. May I see your tickets, and your passport?
David Bennett: Here you are.
Receptionist: That's fine. can you put your suitcase on the scales, please?
David Bennett: Of course. How much does it weigh?
Receptionist: 24 kilos. I'm sorry, but you'll have to pay an excess luggage charge.
David Bennett: Yes, certainly. How much is it?
Receptionist: That's £ 6, sir. ... Thank you. Would you like to go through the departure lounge? It's over there.
David Bennett: Thank you.

[3] *David Bennett is at the airport waiting for the flight to be announced.*
“British Airways Flight 179 to Hamburg is now boarding at Gate 5”.

David Bennett: Excuse me, please ...

Another passenger: Yes?

David Bennett: I didn't hear that announcement. Which flight did they call?

Another passenger: Flight 179 to Hamburg ... are you going there?

David Bennett: Yes.

Another passenger: So am I. Gate 5 is that way, I think. Follow me, if you want.

[4] *Mrs Atkins, David Bennett's neighbour, addresses the stewardess.*

Mrs Atkins: May I change my seat, please?

Stewardess: Change your seat?

Mrs Atkins: Yes, I'd like a window seat. Besides, there are so many children here. They are making so much noise.

Stewardess: Yes, madam.

Mrs Atkins: In the no-smoking area.

Stewardess: Yes, madam. Can you wait till after take-off?

Mrs Atkins: Yes, of course. Can I have something to drink?

Stewardess: Only after take-off, madam.

Mrs Atkins: Thank you.

[5] *David Bennett is on board the plane. The captain addresses the passengers.*

“Good afternoon, ladies and gentlemen. Captain Snow and his crew welcome you aboard British Airways Flight 179 to Hamburg. We're now flying at a height of 30.000 feet. Our speed is approximately 600 miles an hour. We are to land in Hamburg in 2 hours. The temperature in Hamburg is now 15 °C. In a few minutes you'll be able to see the Irish Coast. Our stewardesses will serve lunch in half an hour”.

EXERCISES

[1] *Ask the way to one of the airport services marked on the plan. Start your request with the phrases: Excuse me, please. / Sorry to bother you. Could you tell me the way to ... ? / How do I get to ... ? Ask one of your friends to tell you the way to the required service. Use the plan given below.*

[2] *What do you do or say when:*

1. the announcer calls your flight;

2. you can't leave on the day your flight is booked;
3. you want to know the altitude and speed your plane is flying at;
4. you can't stand flying (you are always airsick.;
5. your ears are hurting during the take-off;
6. you arrive at the airport just before the departure of your plane;
7. you would like to know what airport formalities one has to complete before flying;
8. you want to know when the bus reaches the airport for your flight?

[3] *Make up short dialogues using one of the phrases below in each of them.*

1. What was your air trip like?
2. Didn't you feel a bit afraid?
3. Each passenger was to have his luggage weighed.
4. My luggage was well under the weight.
5. The flight was very smooth.
6. How long were you up in the air?
7. There's nothing like flying.
8. Will there be stops on the way?
9. It's good flying weather today.
10. We are due at the airport at 3 o'clock.

[4] *Make up a dialogue for each of the following situations:*

1. Suppose your friend is going to travel from ... to Discuss with him / her the respective advantages of travelling by air and by train.
2. Suppose you are going to London by air. Imagine your conversation with an inquiry clerk about your flight.
3. Suppose you've come to meet your friend at the airport. Discuss his / her flight.
4. Suppose your flight was delayed due to bad weather. Talk about it with your friend.

[5] *Speak on one of the following topics:*

1. An embarrassing experience (real or imaginary) that you have had at the airport.
2. The city you would like to visit?
3. Your first experience of flying. Describe the landscape you saw below.
4. TV programmes showing the arrival at the airport of statesmen, foreign guests, etc.
5. Unpleasant experience of waiting for the flight which was delayed.

Travelling by Sea

ESSENTIAL VOCABULARY

ship	– large boat with an engine that can travel on a sea;
steamer / steamship	– ship driven by steam;
liner	– large ship in which people travel long distances or go on holiday cruises;
boat	– small open vessel for traveling in on water;
life boat	– boat carried on a ship for use in case the ship is in danger of sinking, or on fire;
raft	– a number of tree trunks fastened together to be floated down a river;
to carry / move / go on a raft	
freighter	– ship that carries cargo;
yacht	– light sailing boat built specially for racing;
canoe	– light boat moved by one or more paddles;
to travel by canoe	
to go on board a ship	– to go on a ship;
to embark (pick up) / disembark (drop) passengers and cargo	
deck	– any of the floors of a ship in or above the hull;
stern	– rear end of a ship or boat;
bow	– front or forward end of a boat or ship from where it begins to curve;
mast	– upright support (of wood or metal) for a ship's sails
to be / go / stay on deck	
deck-chair	
a sun / promenade deck	
top deck	
hold	– part of a ship below deck where cargo is stored;
cabin	– room in a ship especially one for sleeping;
saloon	– room for social use in a ship;
state-room	– private cabin on a steamer;
port-hole	– small glass window in the side of a ship;
bunk	– narrow bed fixed on the wall in a ship;
to be bound for	– to be going to;

to go out into the open air	
to go ashore	– to leave a ship to go on land;
sail	– sheet of canvas spread to catch the wind and
move a boat or ship forward;	
to sail	– to move forward across the sea, lake, etc. by using sails or engine-power;
to sail for New York	
to sail the sea	– to travel across the sea;
to sail a boat / yacht, etc.	– to be able to control a boat / yacht, etc.;
sailing-boat / -ship	– boat, etc. moved by sails;
sailor	– seaman, member of a ship's crew;
to set sail (from / to / for)	– to begin a voyage;
to be in a rough / stormy sea	
to be in high seas	– to be in parts which are not near land, especially outside the territorial limits over which the nearest country has or claims jurisdiction;
anchor	– heavy piece of iron used for keeping a ship fastened to the sea bottom or a balloon to the ground;
to drop / let go / cast the anchor	– to lower the anchor;
to weigh the anchor	– to raise the anchor;
to call at a port	– to visit a port;
harbour	– place of shelter for ships;
quay	– solid, stationary landing place alongside which ships can be tied up for loading or unloading;
pier	– structure of wood, iron, etc. built out into the sea as a landing stage;
wreck	– ruin or destruction, esp. of a ship by storms;
life / safety belt	– belt of cork or other material to keep a person afloat in water;
life buoy	– belt in the form of ring, through which a person puts his head, shoulders and arms;
to be / get seasick	– to vomit or be inclined to vomit because of the motion of a ship;
crew	– all the persons working a ship;
captain	– leader or chief commander;
mate	– ship's officer (not an engineer) below the rank of captain.

TRAVELLING BY SEA

Many travellers who have the time and the money like to go by ship. Some prefer an air – sea trip, that is one way by plane, and the other way by ship. Special cruises for tourists are offered by many travel agencies at certain times of the year. The most popular among them are perhaps the Mediterranean cruises. Off-season tours are at reduced fares, these reductions being rather substantial.

There are many different types of ships, ranging from the modern luxury liners to the passenger – carrying freighters. Luxury liners resemble the best five star hotels. They are designed for comfort and entertainment. They have elegant state-rooms equipped with all modern facilities such as sun decks, promenade decks, bars, restaurants, music rooms, libraries, waiting rooms, card rooms, gyms, heated swimming pools, barber and beauty shops, duty-free shopping centres, laundry and medical services, etc. The captain usually gives a Welcome Aboard Party at the beginning of the voyage and a final Farewell Party at the end of the voyage. Food and service on good liners are of the highest quality of course. Passengers are free to choose the type of activity to their liking. Some of them participate in an active life of deck, sports and shipboard recreation, frequently drop in bars for a drink or a bite. Others choose quiet rest and relaxation away from noisy places. This type of holiday making is very comfortable and can even be called luxurious. But not everybody can afford it as it is rather expensive.

The only problem connected with travelling by sea which exists even nowadays is that some people are seasick, which sometimes prevents them from fully enjoying themselves. After all, you are free to choose where and how to travel.

ILLUSTRATIVE DIALOGUES

[1] *David and Susan Bennett are getting on board the ship for the Mediterranean cruise.*

David: Is this the right way to the first-class cabins?

Sailor: First-class straight ahead and then right, please.

Susan: When do we sail?

Sailor: In half an hour without any delay.

Susan: Thanks. Please, put those things in cabin 25, first-class, and that box over there goes into the hold.

Sailor: That suit has been labelled for the hold, too.

David: That must have been done by mistake. We'd rather have it with us in the cabin.

Sailor: As you say. I'll see to it.

[2] *David and Susan are in the cabin unpacking things.*

David: Quite comfortable, isn't it?

Susan: Oh, yes. It's lovely, though a bit stuffy, I should say.

David: Well, what do we do now? What if we go out and see the ship?

Susan: I'll start unpacking. I think it's the very thing to be done first.

David: And finish about landing time? That's where I do say no. Let's go up on deck. I'll just open the porthole. It's really rather stuffy in here. We just as well unpack things before dinner. What do you say to that?

Susan: OK, then. Let's go.

[3] *David and Susan Bennett are on board the ship discussing their cruise.*

Susan: I'm glad we've chosen this cruise. It's not too long, and, Thanks God, the weather is rather good. Besides, we'll see many ports on our way.

David: Oh, yes. But it's a bit stormy. I'm afraid, you might be a little sea-sick. Perhaps you'd better go straight down to the cabin and lie down. You are not a very experienced sailor.

Susan: No, dear. I prefer being in the fresh air on the deck to staying in the cabin.

Comfortable as it is, our cabin is rather stuffy, I should say. Even the system of conditioning is not very helpful. If I have to be ill, I would sooner stay here. Perhaps you can get us some deck-chairs and something to drink?

David: (addressing one of the sailors) Can you get us a couple of deck-chairs and some mineral water?

Sailor: Certainly, sir. I've got two deck-chairs right here. (David gives him a tip.) Thank you, sir. What kind of mineral water do you prefer?

Susan: Non-carbonated, please.

Sailor: Anything else, madam, ... sir?

David: No, thank you.

EXERCISES

[1] *What do you say or do if*

1. You do not want some heavy luggage with you in the cabin?
2. You want to inquire whether your friend has had a comfortable voyage?

3. You want to instruct the porter to take your luggage below to your cabin?
4. You want to inquire whether you will have sufficient time to go ashore?
5. You want to find out the difference in the price between a state-room and a cabin?
6. You want to find out where to apply for information?
7. You want to know whether breakfast is served in the cabin?

[2] *Prove or contradict the following statements:*

1. Travelling by sea is about as safe as walking the streets.
2. Older people prefer to travel by ship. Younger people usually don't.
3. Luxury ships resemble big modern hotels.
4. From May to November the sea season is at its height.
5. A cabin looks very much like a compartment of a railway sleeping car.
6. A sea cruise is as delightful a holiday as one might dream of.
7. There must be special reduced fare cruises for young people.
8. Storms are not dangerous for passengers travelling by modern liners.

[3] *Express your opinion using the following words and word combinations showing indifference:*

Really? Not really? Indeed? Is that so? You don't say so?

1. Months before I set foot on board the ship I had started collecting maps and guide books.
2. On someone's advice he booked a cabin in the stern and was very sorry afterwards.
3. During the storm all the passengers felt sea-sick; only the crew and I were unaffected.
4. At dawn we passed a few beautiful yachts returning home.
5. The storm grew in force and once I nearly rolled out of the bunk.

[4] *Express your approval or disapproval using the following words and word combinations:*

Astonishing! What for? Incredible! Who'd have thought it? Amazing!

Whatever for? Extraordinary!

1. When Frank goes out to sea he always sleeps with his life-belt on.
2. I'm sailing to Australia tomorrow.
3. It took the expedition 30 days to cross the ocean.
4. The boat was five hours late and I couldn't come to meet them.
5. Have you heard that my friend John went on a round-the-world voyage?
6. The winner of the competition will go to the Bahamas free of charge.

[5] *Discuss the following topics:*

1. Modern sea liners; their construction and facilities. Describe one of the ships you have ever traveled by.
2. Family holiday cruise: its advantages and disadvantages. Speak about your own experience of the kind, if any.
3. Yachting in modern life: its advantages and disadvantages.
4. Your idea of the most delightful sea voyage.

Travelling by Train

ESSENTIAL VOCABULARY

railway station	– stopping place for trains;
entrance	– opening, gate, door, passage, etc. by which
one enters;	
exit	– way out;
track	– set of rails for trains;
platform	– place where trains arrive and leave;
arrive / departure platform	
train	– locomotive and number of railway coaches, wagons, etc. joined together;
long distance train	– that covers an extensive area;
local / suburban train	– that goes in the suburbs;
slow / stopping train	– that stops at all or almost all stations;
through train	– that goes all the way to the place of smb's
destination without a change;	
passenger train	– for passengers;
boat train	– that takes people to or from a passenger ship;
to get on / off a train	
to catch a train	– to be in time for a train;
to board a train	– to get on or into a train;
carriage	– wheeled vehicle for passengers on a rail- way train;
a first class / second (economy) class / tourist class carriage	
a (non)smoking carriage	
compartment / corridor carriage	– one of several separate divisions of a rail- way carriage;
sleeping car	– coach on a railway train where one can sleep;

Pullman	– sleeping car on a train;
dining / buffet car	– coach on a railway train where one can eat;
to travel in a first-class, etc. carriage	
berth	– sleeping place in a train;
a lower / upper berth	
bedding	– sheets, blankets, etc. for a bed;
time-table	– a list showing the days or hours at which trains will depart and arrive;
to leave on / behind schedule	– to leave on / not on time (later);
destination	– place to which a person or thing is going or being sent;
single ticket	– ticket for a journey to a place, not there and back;
return / round-trip ticket	– ticket for a journey to a place and back to the starting point;
“Day Returns”	– cheaper return tickets used for one-day
excursions to London;	
season ticket	– ticket that gives the owner the right to travel between places over a specified route as often as he wishes during a stated period of time;
a first / second– (economy-) / tourist	– class ticket;
to book a ticket	– give or receive an order for a journey;
booking office	– office for the sale of tickets (for travel);
booking clerk	– person who sells tickets in a booking office;
ticket-collector	– person who collects (railway) tickets;
reservation	– arrangement to keep a seat in a train;
to make reservations for a journey / for tickets	
lost-property office	– office where lost things can be found;
waiting room	– room in a railway station where people can wait
for trains;	
porter	– person whose work is to carry luggage at railway stations;
charge	– price asked for services;
to make a charge for ...	
guard	– person in charge of passengers on a train.

TRAVELLING BY TRAIN

Travelling by train in Britain may seem specific to foreigners. One of the first things they notice about British railways is the platforms. They are higher than in most parts of the world. The platform is almost on a level with the floor of the carriages. That is very convenient for travellers because they do not have to climb up into a railway carriage. Besides, this makes it a little easier to get in and out of the carriage with one's luggage.

The trains that go to and from London are usually very crowded at the time when people are travelling to work. The matter is that about a million people go to London to work every day. The price of tickets depends on the time of the day. Thus, after 9.30 when everyone has gone to work tickets are usually cheaper. These are called cheap day return tickets. On the average, it is nearly 50% cheaper to travel to London after 9.30 than before this time.

On many fast trains to London there is a dining car in which one can buy lunch, dinner or coffee. On others there is a buffet where it is possible to buy snacks and drinks. Sometimes a waiter from the dining car brings cups of coffee to the passengers.

In Britain, there are only two classes of trains – first and second. A first class ticket costs approximately twice as much as a second-class ticket. On long journeys, there is a ticket inspector, who visits every passenger to see if he has the right ticket and is not travelling in the wrong class.

For foreigners, it is quite essential to know that English train passengers seldom converse with their fellow-travellers even if the journey is very long. That is more a national custom than a matter of etiquette.

Another important thing to remember is that having reached the end of the journey and leaving the train the passenger has to give his ticket to the ticket collector at the exit before he can leave the station. Thus the ticket is to be kept during the whole journey. If the passenger has luggage and wants someone to carry it for him to a waiting car or taxi, he must call a porter. The porter does not make a charge for his service, but he expects a tip.

ILLUSTRATIVE DIALOGUES

[1] *Peter Bennett is buying a railway ticket from the booking-office at a small local station in the suburbs of Birmingham.*

Peter Bennett: I want a ticket to Birmingham, please. Second class.

Booking Clerk: Single or return?

Peter Bennett: Return, please.

Booking Clerk: Second return, Birmingham, one pound and ninety pence, please. (Peter gives him a five-pound note). Three pounds and ten pence change, please. Thank you.

Peter Bennett: Could you tell me what time the next train goes?

Booking Clerk: 9.30, platform 2.

Peter Bennett: What time does it reach Birmingham?

Booking Clerk: You should be there at 10.15, but they are running late today.

Peter Bennett: Thanks.

[2] *Susan Bennett is at the left luggage-office at Victoria Station.*

Susan: I want to leave some luggage here until this afternoon, is that all right?

Clerk: Yes, of course. That'll be quite all right. Is it just one bag?

Susan: No, there are these two suitcases and this trunk. My husband will call for them during his lunch break.

Clerk: Very well. What's your name, please?

Susan: Mrs Bennett.

Clerk: Right. Here's the ticket. That will be 32 pence, please. (Susan gives him a pound note). 68 pence change. Thank you.

Susan: Thank you.

[3] *Peter and Jane Bennett are travelling by train to see Jane's parents.*

Peter: I booked seats for us because trains at this time are usually crowded. We have numbers A-26 and A-30. These are corner seats in a non-smoker, one seat facing the engine. Is that all right?

Jane: That's great, Peter. I would hate going a long way in a smoker. May I sit facing the engine?

Peter: Of course! You take whichever seat you like. As a matter of fact, I really prefer sitting with my back to the engine. Now let's look for our seats.

Jane: Here's our carriage A, and here's our compartment. We can get on the train.

Peter: I'll go and see that our luggage has been put into the van, and I'll book two seats in the dining car for lunch if you don't mind.

Jane: That's a very good idea.

[4] *Peter is making an order for lunch in the dining car.*

Peter: Can I have two seats for lunch, please?

Dining Car Attendant: Yes, what class, please?

Peter: Second.

Dining Car Attendant: Do you want the first or the second sitting? The first is at twelve o'clock, and the second is at one.

Peter: I think I'll prefer the first sitting. We are rather hungry already.

Dining Car Attendant: Very well, sir. Here are your tickets.

EXERCISES

[1] *What do you say or do if*

1. You have a lot of luggage with you.
2. You want to find out what time your friend arrives.
3. You have to leave your heavy suitcases at the station for a while.
4. Your bags and trunks must go to the luggage van.
5. You want to book a ticket both ways.
6. You feel very hot in your compartment.
7. You want your bedding to be brought for you.
8. You want to get to your destination as quickly as possible.
9. You have missed your train.

[2] *Express your approval. Begin your statement with the words:*

Well done! That's it! By all means! Splendid! It goes without saying! I should think so! Undoubtedly! So much the better!

Add some words developing the idea.

Your friend: 1. has booked two tickets for the through train;

2. wants to send the telegram himself;

3. will meet you at the station;

4. says that the heavy luggage should be sent well in advance;

5. has already provided all the food for the journey;

6. asks your opinion about taking a warm sweater with him / her;

7. suggests that you should have a farewell party before starting on the journey;

8. thinks that Jack and his girlfriend should be invited to the party.

[3] *Answer the following questions:*

1. Why do some people prefer travelling by train?
2. What makes you like or dislike it?
3. What kind of people usually object to travelling by train?

4. Where do you usually have meals when you travel by train?
5. Do you always talk to people you share your compartment with?
6. Are you fond of chattering with people whom you know slightly?
7. What unusual stories have you learnt in this way?

[4] *Make up your own dialogues on the following topics:*

1. Asking the clerk at the inquiry office about trains to
2. Asking the attendant on the train about bedding, tea, time of arrival.
3. Two friends on the platform looking for their carriage.
4. Ordering lunch for your companion and you in the dining car.

[5] *Be ready to talk on one of the topics given below:*

1. Seeing a friend / relative / colleague off.
2. Arriving along in a strange city you've never been to before.
3. Meeting your friend / relative / unknown person at the station.
4. What happened when your train was 2 hours late.
5. How you missed your train.
6. How you / your friend / relative got on the wrong train.
7. Why you like / dislike to travel by train.
8. Travelling light is a great advantage.
9. Planning a summer trip in winter.
10. The early days of the railway.
11. The future of the railway the way you see it.

[6] *Prepare a talk about a trip you would like to take. Say how you would plan the trip, and what you would do to get ready for it. Whom would you like to go with?*

II. ROLE PLAY

Setting up a Tourist Agency

SITUATION

A group of enthusiasts is going to set up a domestically oriented tourist agency which will specialize in offering people all kinds of tourist services in the United Kingdom. The group is made up of professionals representing different branches of science and business. Most of them are comparatively young, being in their mid-thirties. Some are even younger. They are absolutely aware of the fact that before setting up a business of this kind it is necessary to carry out a market research. They believe that the primary technique of this research will consist in interviewing people which is aimed at finding out their likes, dislikes, preferences, etc. In particular, it is interesting to see what types of holiday making are especially popular among potential tourists, what places they prefer, what kind of accommodation is most suitable for them, etc. Besides, it is important to know in what way the choice of tourists depends on their age, sex, social and marital status, occupation, job position and so on. The first problem to be solved is to compile a good questionnaire, to select people to be questioned from various groups of population, to find a group of professional interviewers, to process and interpret the data obtained. Members of the group get together to discuss the main problems connected with their future business, to distribute responsibilities, to work out a plan of work for the initial stage of their business activity, and to exchange ideas about how to start and what to do first.

CHARACTERS

1. Wilfred Oxton, travel agent, informal head of the group.
2. Henry Shannon, deputy editor-in-chief of a popular Sunday newspaper.
3. Pamela Smith, sociologist, works for the same newspaper.
4. Joseph McKenzie, post-graduate student of a newly formed tourist department of a University, works at his scientific paper on tourist business in Britain.
5. Peter Bennett, studies law at a University.
6. Interviewees (people of different age, sex, educational background, social status, etc.).

ROLE CARDS

1. Wilfred Oxtan

He is the informal leader of the group. It was his idea to set up a tourist agency partly because he is not fully satisfied with his present job. It was also his idea to contact Henry Shannon and Joseph McKenzie, his former college mates, and invite them to cooperation. When they agreed he said that they would need a sociologist and a specialist in law. He believes that their activity at this initial stage should be focused on a vast market research mainly based on interviewing people. At the first meeting of the group he gets acquainted with Pamela Smith, Henry Shannon's colleague, and Peter Bennett, one of Joseph McKenzie's most talented students. He makes a short introductory speech about their future business, the way he sees it. Later he works together with Pamela Smith and Henry Shannon. They think of questions to be included in the questionnaire. He holds another meeting to discuss the results of the poll and the main directions of their future work including the legal aspect. He asks the people to get ready.

2. Henry Shannon

When Wilfred Oxtan phoned him and invited him to cooperate in a new business he immediately agreed and said he would ask his colleague Pamela Smith to help them. At the meeting he gets acquainted with Peter Bennett whom he has not met before. There he speaks about the way his newspaper advertises tourist agencies and gives some information about the so-called "Questionnaire Page" of the paper. He says that this page can be extremely useful for them because the questionnaire they are going to compile could be published there. Due to the fact that the readership of the newspaper is substantial a lot of people could participate in the poll. He introduces Pamela Smith whose responsibility in the newspaper is to analyze the readers' answers. Later he works together with Wilfred Oxtan and Pamela Smith at compiling the questionnaire.

3. Pamela Smith

She is invited to the business meeting by Henry Shannon, her boss with whom she is on friendly terms. At the meeting, she gets acquainted with Joseph McKenzie and his student Peter Bennett. She speaks right after Henry and describes her work for the "Questionnaire Page" and the way she analyzes the readers' answers. She focuses on what she could do for their future tourist agency. Later she works together with Wilfred Oxtan and Henry Shannon at compiling the questionnaire. Finally she analyzes the answers and reports the results at the second meeting where she is the main speaker.

4. Joseph McKenzie

He was eager to participate in the business affair from the very start because he specializes in the domestic problems of tourism in the UK. It was his idea to invite one of his brightest students, Peter Bennett, to assist them in their work. For the first meeting, where he gets acquainted with Pamela Smith, he prepares some general information about the state of tourist business in the country with special focus on its domestic aspect. At the second meeting he formulates his proposals on how to set up their work taking into account the results of the poll.

5. Peter Bennett

Participation in this business affair is his first life experience. He was invited by Joseph McKenzie and accepted the invitation with great pleasure. But he is afraid that he might not cope with his responsibilities. He has very good theoretical background, but no practical experience at all. At the first meeting he gets acquainted with Wilfred Oxton, Henry Shannon and Pamela Smith. There he tries to be more of a listener than a speaker. Wilfred Oxton asks him to prepare some information about the legal aspects of setting up a tourist business in the UK. He is ready with this information for the second meeting, but they don't have enough time to listen to him because of the great number of problems to be discussed. So, everybody decides to hold another meeting fully devoted to the legal aspects of their work.

6. Interviewees (specially selected people and newspaper readers)

Some of them are interviewed by the members of the group, others send letters to the newspaper editorial board with their answers to the questions published in the newspaper. In any case each interviewee has to hand in a special form which contains questions and answers. One and the same form is given to each interviewee.

SUPPLEMENTARY MATTER

The participants of the role play can make use of the map of the UK, the introductory text "The United Kingdom: A Few Glimpses of the Country", and some additional information given below.

EAST ANGLIA (Norwich). There are holiday resorts on the coast and the Norfolk Broads are popular for boating holidays. The main tourist attractions are Cambridge which is well-known not only for its University, but the

famous Cambridge Folk Festival, Norwich, the most important shopping centre of the region, and Colchester, an interesting historical place.

SOUTH-EAST (London). Many south coast resorts attract elderly retired people as new residents. The largest and best-known seaside resort in this region is Brighton. Another place of interest is Canterbury, the religious capital of England.

SOUTH-WEST (Bristol). The region is famous especially for its tourism as it possesses outstanding natural beauty. It has many historic towns and a beautiful coastline. Besides it has become the leading area for British holiday-makers and is thus full of seaside resorts. Some of them are big, such as Torquay, the well-known centre of the “English Riviera”, or Falmouth. Others are quite small, but very picturesque.

WEST MIDLANDS (Birmingham). The tourist centre of the region is Stratford-upon-Avon, the birthplace of William Shakespeare (1564 – 1616). Shakespeare spent the early period of his life there, but very little is known of it. In 1613, at the age of 49 he retired to his birth place and stayed there until his death.

NORTHERN ENGLAND (Leeds). There are several popular coastal holiday resorts, including the major holiday town of Blackpool. One of the leading tourist attractions is York built by the Romans. People say that the ghost of the Roman soldier in York is nearly nineteen hundred years old. Much of the region is mountainous; it contains 4 national parks.

WALES (Cardiff). The tourist industry, based on attractive coastal, rural, and mountain scenery, has been steadily developing. There are three national parks: at Snowdonia, the Brecon Beacons and south-west coast in county Dyfed.

SCOTLAND (Edinburgh). The Highlands and Islands are the most interesting and beautiful part of Scotland, which is becoming more and more popular with holiday-makers. However, it has not become overcrowded yet, and much of the country has not been developed for tourism. Some parts of the Central Highlands have been developed for skiing.

III. SUPPLEMENTARY READING

1. At Dover

by Nigel Balchin

Nigel Balchin is an English writer of the 20th century. Among his more important books are "Mine Own Executioner" and "The Small Back Room".

In travelling home from Florence it is usual to go to Pisa, and there to change on to the Rome Express. In fact, there is (or was) a carriage which runs all the way from Florence, but you will be told that it is reserved for Very Important People.

Too much notice should not be taken of this. Nearly every seat in an Italian train is always reserved for Important People or for men who lost a limb in the war. But very few of them ever seem to travel much, and personally I have never found this carriage from Florence so crowded with great men that it could not take me.

On the particular occasion that I speak of, it also took Miss Bradley, who certainly did not look important. She looked more like an out-of-work nurse, and I only noticed her because of her surprising ugliness. She was a rather large, heavy woman of about thirty-five, with a big red nose, and steel-framed glasses; and she had one of those unpleasant skin-diseases which had covered her face with spots. It is an important part of this story that I really very much disliked looking at Miss Bradley.

It is equally important that later on, when I went to the dining car, Miss Bradley was already seated, and the man who was attending to us placed me opposite her.

Meals on the Rome Express take a long time. This one seemed to go on for ever, and I could not help noticing that Miss Bradley found it all very difficult.

If you are English, it is almost impossible to speak Italian or French on these occasions, because the waiters are anxious to practice their English on you. The waiter who served us spoke quite good English. Yet Miss Bradley was determined to order her food in unbelievably bad schoolgirl French, though she was red in the face when she did so, and plainly very ashamed.

I had the greatest difficulty myself in understanding what she said, and the waiter soon gave it up and brought her whatever he had ready. One was forced to believe that Miss Bradley was not only very ugly, but very stupid too.

I think we may have exchanged half a dozen words at dinner, when passing the sugar or the bread to one another. It is difficult to dine endlessly opposite somebody without making a few polite sounds. But they were certainly all that we exchanged, and after we left the dining car I did not see Miss Bradley again until we reached Calais.

She was then trying very hard to get out of the train at Calais Town, where we stopped for a moment, and a man was trying equally hard to explain that she must get out at Calais Port.

This time I certainly spoke to Miss Bradley. I said, "It's the next stop. This is Calais Town." And Miss Bradley, with a red face, said, "Oh, I see. Thank you."

And then, when we reached the sea, we really began to know each other, and it was my fault. There were plenty of porters to carry the bags, and I called one from the window of the train without difficulty. But as I got out I saw Miss Bradley standing on the station platform. She had two large very old cardboard suit-cases, one of which seemed to be held together by a thick string.

She was standing there saying "Porter!" rather weakly and the stream of porters was dividing round her, and passing her by, like water dividing past a rock, looking for richer people.

It was at this moment I went towards her. I am quite sure that if she had been less ugly I should not have done it. But she was so ugly and she looked so sad and helpless standing there with her baggage tied together with a string, crying "Porter!" that I was filled with pity – a thing which seldom happens.

I smiled at her with a real and pleasant sense of virtue and said, "My porter can take your cases, if you like." Miss Bradley turned and looked at me.

She was even uglier than I had thought. "Oh – thank you," she said. "It's very kind of you."

My porter unwillingly added her baggage to mine and in a few minutes we found ourselves on board the ship. Our cases were placed side by side, and Miss Bradley and myself were naturally side by side also.

I hope it will be agreed that up to this point I had acted like a gentleman, though perhaps at no great personal sacrifice. I say I hope it will be agreed, because there is no doubt that from this point my usual bad qualities began to take control.

In less than ten minutes I realized that Miss Bradley, quite apart from her ugliness was very, very dull. With hesitation, but continually, she talked about nothing, and said nothing interesting about it.

I learned that she had been in Italy for two weeks, visiting her sister, who was married to an Italian. She had never been out of England before.

At home she was a clerk in an office. The work was quite interesting, but travelling to and from the office was tiring.

I do not suggest that any of this in itself was duller than most conversations, but somehow Miss Bradley managed to make it duller.

I considered that I should certainly have to see Miss Bradley safely off the boat at Dover and on to her train; and after that there would be no reason, except rudeness, why we should not travel to London together. That meant four hours of it.

I could not face this; so, excusing myself, I went along to the office on board and bought myself a seat on the Golden Arrow.

Miss Bradley was travelling by the ordinary train, so this would mean that we should separate at Dover. I went back to Miss Bradley, who told me about the flat in London that she shared with another girl from the office.

We reached Dover without any interruption in Miss Bradley's flow of conversation. I hired a man to carry our baggage. I had two expensive suit-cases which had once been given to me as a present, and she had her two pieces of ancient cardboard.

Usually passengers for Golden Arrow are dealt with first, because the train leaves twenty minutes before the ordinary train. When the boy asked if we were going on the Golden Arrow, I hesitated and then said, "Yes."

It was too complicated to explain that one of us was and one of us wasn't, and in any case it would help Miss Bradley because they would deal with her bags quickly.

As we went towards the hall I explained carefully to her that my train left before hers, but that I would help her with her baggage first. The boy could then take our cases to the right trains, and she could sit comfortable in hers until it left. Miss Bradley said, "Oh, thank you very much."

The boy, of course, had put our suit-cases together, and Miss Bradley and I went and stood before them. At the proper time the examiner reached us, looked at the four suit-cases in that sharp way which examiners must practice night and morning, and said, "This is all yours?"

I was not quite sure whether he was speaking to me, or me and Miss Bradley, who was standing slightly behind me, and I was just about to say "Yes" for both of us. But suddenly the worst bits of pride in my nature rose to the surface. I did not want to admit that those terrible old cardboard suit-cases with the string were mine, and I replied, "Well – mine and this lady's."

The examiner said, "But you're together?"

"For the present time," I said rather foolishly, smiling at Miss Bradley. I did not want to hurt her feelings.

“Yes,” said the examiner patiently. “But are you travelling together? Does this baggage belong to both of you?”

“Well, no. Not exactly. We’re just sharing a porter.”

“Then if you will show me which are your things,” said the examiner very slowly and carefully, as if he were talking to a child, “I’ll deal with them.”

I pointed to my cases. I had nothing valuable, and said so. Without asking me to open them, the examiner chalked the cases and then, instead of moving to my left and dealing with Miss Bradley, he moved to the right and began to talk to a man whose baggage covered a space of about seven feet.

Miss Bradley said: “Oh dear – ” mildly. I started to say: “Listen – could you do the lady’s too, so that –” but the examiner took no notice of me. He was already examining the man on the right.

The boy swung my cases away, and more were immediately put in the space. The owner gave me a gentle push in the back. I hesitated for a moment, but there did not seem to be much advantage in standing there waiting for Miss Bradley when we were about to separate, so I said: “Well, I’ll say good-bye now, and go to find my train. I expect he’ll come back to you next. The porter will bring all our cases to the trains when you’ve finished. Good-bye.”

Miss Bradley said, “Oh ... good-bye and thank you so much.” We shook hands and I left with some relief mixed with a feeling that I was being slightly rude.

I found my seat in the Golden Arrow and began to read. Twenty minutes later I suddenly realized that the train was going to leave in five minutes and that the porter had still not brought my cases. I was just setting off to look for him when he came, breathless, carrying them. I asked him rather sharply what he had been doing.

“It was her,” he said shortly.

“Miss Bradley? Well, where is she and where’s her baggage?”

“She’s still there,” said the boy in a hard voice. “And will be for some time, I guess. Examining her properly.”

“But why?”

“Well, they’d found forty watches when I came away, and that is only the start. So I thought maybe you wouldn’t want me to wait.”

The sad part of the story is this: if I had been a nicer and kinder person, and more patient, and had really decided to see Miss Bradley safely to London, or if I had not been too proud about her baggage, it would almost certainly have been carelessly passed with mine; or, if it had been opened, I should have had some very awkward explaining to do. In fact, I seem to have been rude just in time. But I have often wondered whether, when Miss Brad-

ley stood alone and sad on the station at Calais, she had already chosen me as the person to save her, or whether she was just quietly sure that someone would.

Looking back, I am fairly sure that she chose me, though I have never understood exactly how she did so. I am quite sure she never made the slightest effort to speak to me first or to get to know me.

2. Jokes, quotations, proverbs, poems

An American lady, travelling in England some years ago, got into a compartment of a smoking carriage where an Englishman was smoking a pipe. For a short time she sat quietly expecting that the Englishman would stop smoking. But then she began to cough and sneeze, trying to show him that she objected to the smoke. At last, seeing that the man took no notice of her and did not put out his pipe, she said:

“If you were a gentleman, you would stop smoking when a lady got into the carriage”.

“If you were a lady”, replied the Englishman, “you wouldn’t get into a smoking carriage”.

“If you were my husband”, said the American angrily, “I would give you some poison”.

The Englishman looked at her for a moment or two. “Well”, he said at last, “if I were your husband, I would take it”.

A traveller, on arriving at a railway station, asked a local man: “Well, my friend, as this is my first visit to your town, could you tell me how many hotels you have here?”

Local man: “We have two”.

Traveller: “Now, which of the two would you recommend?”

Local man (Scratching his head): “Well, frankly speaking, it’s like this, sir: whichever one you go to, you’ll be sorry you didn’t go to the other”.

“A voyage is not for me. I’m always seasick”, a passenger on a ship sighed.

“I’ve heard”, another fellow said, “that a good cure for sea sickness is a small piece of dry bread”.

“May be”, the first man replied, “but I think that a better cure is a large piece of dry land”.

An old lady on her first railroad trip noticed the bell cord overhead and was told by a naughty boy that it was to ring when she wanted anything to eat.

Shortly afterwards the old lady reached up with her umbrella and gave it a pull. The whistle sounded, the brakes were put on, and the train stopped. In a few seconds the conductor came rushing through the train and asked:

“Who pulled that bell?”

“I did”, replied the old lady. “You may bring me some ham, sandwiches and a cup of tea, if you will”.

“I believe that journeys are things in themselves, each one an individual and no two alike. I think that people don’t take trips – trips take people. Some journeys are over and dead before the traveller returns. The opposite is also true: many trips continue long after movement in time and space has stopped”. *J.Steinbeck (1902–1968)*

“The whole object of travel is not to set foot on foreign land. It is at last to set foot on one’s own country as a foreign land”. *G.K.Chesterton (1874–1936)*

East or West, home is best.
It’s a long lane that has no turning.

Breathes there a man, with soul so dead,
Who never to himself has said,
“This is my own, my native land!”
Whose heart has ne’er within him burned
As home his footsteps he hath turned
From wandering on a foreign strand?

Sir Walter Scott (1771–1832)

Leisure

What is this life if, full of care,
We have no time to stand and stare.

No time to stand beneath the boughs
And stare as long as sheep or cows.

No time to see when woods we pass,
Where squirrels hide their nuts in grass.

No time to see in broad daylight,
Streams full of stars, like skies at night.

No time to turn to Beauty's glance,
And watch her feet, how they can dance.

No time to wait till her mouth can
Enrich that smile her eyes began.

A poor life this is if, full of care,
We have no time to stand and stare.

W.H. Davis (1871–1940)

IV. GLOSSARY

baggage	(амер.) багаж
beet	свекла
blur	сделать неясным, затуманить
boast	хвастаться
bough	сук
buggy	легкая двухместная коляска с откидным верхом
caber	
canoeing	гребля на байдарках и каноэ
cereal	(pl.) хлебный злак
coal	уголь
corkscrew	штопор
cough	кашлять
county	графство
desolate	необитаемый, заброшенный
examiner	зд. сотрудник таможни, производящий досмотр багажа
fen	болото, топь
the Fens	болотистая местность в Кембриджшире и Линкольншире
fertile	плодородный
Gaelic.	гэльский (язык)
hath	уст. "has"
heather	вереск
indented (coastline)	изрезанная (береговая линия)
iron	железо
lane	дорожка, тропинка
limb	конечность
moor	торфянистая местность, поросшая вереском
motor coach	автобус
naughty	непослушный, капризный, шаловливый
obsess	завладеть, преследовать, овладевать
offend	обижать, оскорблять, вызывать раздражение
oil	нефть
resent	негодовать, возмущаться, обижаться
scratch	царапаться, скрестись
shallow	мелкий, поверхностный
smear	мазать, пачкать
sneeze	чихать

soil	почва, земля
squirrel	белка
stagecoach	почтовая карета, дилижанс
steel	сталь
steel framed (glasses)	(очки) в стальной оправе
strand	зд. земля
temple	храм
toss	бросать, метать, кидать
tulip	тюльпан
urban	городской
valley	долина
waterfall	водопад
wheat	пшеница
wool	шерсть

UNIT 4

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1. SPEAKING PRACTICE

SHOPPING

1. Money and Banking

ESSENTIAL VOCABULARY

money	– coins stamped from metal or printed on paper and accepted when buying and selling;
to earn money	– to get money in return for work, as a reward for one's qualities;
to make money (<i>colloq.</i>)	– to grow rich; to acquire a great deal of money;
to pay/spend money	– to give money to someone in exchange for services or goods;
to waste money	– to use money without a good purpose; to use more money than is necessary;
to borrow money	– to take money with a promise to pay it back in future;
to lend money	– to give money to somebody for a period of time;
to owe money	– to be in debt to (smb.) for (smth.);
to change money	– to give and receive money in return;
to be out of money	
to be short of money	
to run out of money	– to be poor;
to be broke	
to be hard up	
to be well off	
to be made of money	– to be rich;
to roll in money	
wealth	– great amount of property, money;
currency	– money, that is in use in a country;
note/banknote	– (piece of) paper money;
coin	– (piece of) metal money;
gold/copper/silver money;	– British unit of money;
pound £ (sterling)	

five pound (£5)/ a five-pound note/a banknote for £5;	
penny]	– British bronze coin (abbr. p) worth one hundredth of a pound; (pl – pennies when used of individual coins);
pennies (pl. of penny)	– when used of individual coins (ten pennies);
pence (pl. of penny)	– when combined with numbers;
sixpence/ten pence/eighteen pence, etc.;	
cash	– money in coins or notes;
cheque	– a written order to a bank to pay money;
cheque book	– a book of blank cheques which your bank gives you so that you can pay for things by cheque;
to cash a cheque	– to exchange it at a bank for the amount of money that it is worth;
cash card	– a card that banks give to their customers so that they can get money out of a cashpoint;
cheque card	– a small plastic card given to you by your bank and which you have to show when you are paying for something by cheque or when you are cashing a cheque at another bank;
credit card	– a plastic card that you use to buy goods on credit;
to pay by cheque/by credit card;	
to buy on credit;	
bank	– an institution where people or businesses can keep their money;
cash dispenser	– a machine built into the wall of a bank or other building, which allows people to take out money from their bank accounts by using cash cards;
bank account	– an agreement with a bank which allows you to keep your money in the bank and to take some out when you need it;
to have (no) money in smb.'s bank account;	
to deposit	– to pay a sum of money into a bank account or other savings account;
deposit account	– an account with no cheque book;

(high-interest) deposit account	– a type of bank account in which the money earns (high) interest;
savings	– the money which you have saved, which is usually kept in a bank or some other financial institution;
to open a bank/deposit/savings/personal cheque account;	
to pay money into a ... account;	
loan	– a sum of money that you borrow;
standing order	– an instruction to your bank to pay a fixed amount of money to someone at regular times;
executor service	– one that is in charge of your will;
overdraft	– if you have an overdraft, you have spent more money than you have in your bank account, and so you are in debt to the bank;
exchange bureau/bureau de change (pl. – bureaux)	– an office where you can exchange money;
exchange rate	– the amount of another's country currency that you get in exchange for it;
change	– money in small(er) units;
price	– money for which a thing is bought or sold;
cost	– a price to be paid for a thing;
wage	– a payment made or received at regular intervals (usually weekly) for manual or mechanical work or services;
salary	– a fixed monthly or quarterly payment for regular employment on a yearly basis;
fee	– a charge or payment for professional advice or services, (e. g. doctors, lawyers, private teachers, etc.);
pocket money	– a small amount of money that children receive from their parents every week;
allowance	– an amount of money that someone receives regularly, which they do not earn by working.

Asking for a change

Can you change a five-pound note?

Have you got any smaller change?

Could I trouble you for some change?

Could you oblige me with some change?

Sorry to trouble you but have you change for a pound?

Excuse me. I wonder whether you could change 50p?

Possible replies

I'm sorry, I have no change about/on me.

I haven't a penny in my pocket.

Let me see./I'll have a look./Let's see./I'll see what I've got.

(Do you want) coppers or silver? What do you want it for?

Will tens do?

How do you want it? How would you like it?

MONEY AND BANKING

Money is used for buying and selling goods, for measuring value and for storing wealth. Almost every society now has money economy based on coins and paper notes of one kind or another. However, this has not always been true. In primitive societies a system of barter was used. Barter was a system of direct exchange of goods. Somebody could exchange a sheep, for example, for anything in the market-place that they considered to be equal value. Barter, however, was a very unsatisfactory system because people's precise needs seldom coincided. People needed a more practical system of exchange, and various systems developed based on goods which the members of a society recognized as having value. Cattle, grain, teeth, shells, feathers, skulls, salt, elephant tusks and tobacco have all been used. Precious metals gradually took over because when made into coins, they were portable, durable, recognizable and devisable into larger and smaller units of value.

Most governments now issue paper money in the form of notes which are really 'promise to pay'. Paper money is obviously easier to handle and much more convenient in the modern world. Cheques, cards and credit cards are being used increasingly and it is possible to imagine a world where "money" in the form of coins and paper currency will no longer be used.

Practically each country has its own system of money. As for the UK its modern decimal coinage was introduced in 1971. Britain's currency is the pound sterling (£) which is divided into 100 pence (p). English notes used in

the UK are £5, £10, £20 and £50. Scotland has its own notes which, despite being legal tender throughout the UK, are not always accepted. English banknotes of all denominations always feature the Queen's head on one side. The new coins in circulation are as follows:

- Coppers: one penny (1p)
two pence (2p)
- Silver: five pence (5p)
ten pence (10p)
twenty pence (20p)
fifty pence (50p)
- Gold: one pound (£1)

They also have the Queen's head on one side.

Nowadays coins and banknotes are less used than in the past. The English prefer to use "plastic money": various plastic cards. There are different cards in circulation: credit cards, cash cards, cheque cards and others. If all the cards in the UK were laid end to end, they would stretch from the doors of the Bank of England to the shores of Africa! Bank cards are very convenient as you can use them like a cheque but without having to carry a cheque book. They allow you to withdraw cash from many banks worldwide. Credit cards are worth having for hotel and restaurant bills, shopping, car hire and ordering over the telephone. Many major banks in Britain have cashpoint machines that will allow you to obtain money by using your credit card and a PIN (personal identification number); some machines have clear computerized instructions in several languages.

Banks offer a wide range of services: personal loans, standing orders, personal pensions, executor services, overdraft facilities. When you want to save and get a good return on your money you can open a high-interest deposit account, you can also cash a cheque there.

ILLUSTRATIVE DIALOGUES

[1] *Nick Melnick is at a bank.*

- Nick Melnik: Would you cash these traveller's cheques, please?
- Bank Clerk: How would you like them?
- Nick Melnick: In ten-pound notes, please.
- Bank Clerk: Is there anything else?
- Nick Melnik: Yes, I'd like to know the exchange rate for rouble.

[2] *Joan comes to the shop to change the money.*

- Joan: Excuse me...
A young man: Yes?
Joan: Have you got any change?
A young man: What do you need?
Joan: I need some tens.
A young man: Oh, how many do you want?
Joan: Well, can you change a pound note?
A young man: Yes, I think so.

[3] *Ted, Peter and John are speaking in an office.*

- Ted: Can I borrow £20?
Peter: Why don't you go to the bank?
John: My cheque hasn't arrived yet.
Peter: I'm sorry, but I'm broke.
John: What can I do?
Peter: Ask Rick. He's as rich as Rockefeller.

EXERCISES

[1] *Answer the following questions.*

1. People need money to live in modern society. British teenagers who are still at school have two possible sources of income: pocket money from their parents or wages from part-time work. What about young people in your country?
Where do you get *your* money?
2. Do your parents give you a regular amount of pocket money each week or month? Try to describe a typical week for you – where your money comes from and where it goes?
3. Are there many summer jobs in your area. What summer jobs have you had in the past?
4. Do you know how to spend the money you have? Do you spend the most on essential outgoings (food, lunches, train or bus fares, etc.) or non-essential outgoings (clothes, entertainment, records, etc.)?
5. If you want to save money, which of these things would you do?
Eat less?
Drink less?
Spend less on going out?
Spend less on your clothes?

6. Do you save money for your holidays? Are you saving for anything at the moment?
7. List your five biggest monthly expenses. Then compare with your classmates.
8. Which form of payment do you prefer to use and why?
9. Where do you keep your money:
 - a) in a pocket; b) in a bank account; c) in a wallet or a handbag?
 Is it secure to keep cash or a bank card in a pocket or a handbag?
10. The saying “Neither a borrower nor a lender be” is certainly good advice but very difficult to follow these days. Where do you go for money if you are faced with an emergency and find you have to borrow?
11. If you have got a bank card when do you use cash as a means of payment?
12. What difference would it make if you had to do without cash?
13. As card technology advances and paper transactions are phased out, what sort of problems could we all face in the future?
14. Will plastic money eventually take over completely?
15. Will there be a world currency one day? Would this standardization be in the interests of the banking system?
16. Describe your country’s currency in detail (coins and notes of all denominations).

[2] *Read the extract from ‘Dombey and Son’ by Ch. Dickens. It’s a conversation between Mr Dombey who is a rich merchant and his little son Paul. What do you think of Mr Dombey’s notion of money? What do you think money is?*

“Papa! What’s money?”

The abrupt question had such immediate reference to the subject of Mr Dombey’s thoughts, that Mr Dombey was quite disconcerted.

“What is money, Paul?” he answered. “Money?”

“Yes”, said the child, laying his hands upon the elbows of his little chair, and turning the old face up towards Mr Dombey’s.

“What is money?”

Mr Dombey was in a difficulty. He would have liked to give him some explanation involving the terms of circulation – medium, currency, depreciation of currency, paper, bullion, rates of exchange, value of precious metals in the market, and so forth, but looking down at the little chair, and seeing what a long way down it was, he answered: “Gold, and silver, and copper. Guineas, shillings, halfpence. You know what they are?”

“Oh, yes. I know what they are”, said Paul. “I don’t mean that, Papa. I mean what’s money after all?” <...>

“I mean, Papa, what can it do?” returned Paul, folding his arms (they were hardly long enough to fold), and looking at the fire, and up at him, and at the fire, and him again.

Mr Dombey drew his chair back in its former place, and patted him on the head. “You’ll know better by-and-by, my man”, he said. “Money, Paul, can do anything.” <...>

“Anything, Papa?”

“Yes. Anything – almost”, said Mr Dombey.

“Anything means everything, don’t it, Papa?” asked his son: not observing, or possibly not understanding, the qualification.

“It includes it: yes”, said Mr Dombey.

“Why didn’t money save me my Mama?” returned the child.

[3] *Agree or disagree.*

1. Money is the root of all evil, and yet it is such a useful root that we cannot get on without it any more than we can without potatoes.

(*Louisa May Alcott*)

2. The best things in life are free.

3. Money is the guarantee of security.

4. Money put in a bank is as safe as anything in this world can be.

5. Where money is concerned, the ordinary rules of conduct take a holiday. (*J. Steinbeck*)

6. Money often costs too much. (*Emerson*)

[4] *Where do these currencies come from?*

Match the currencies with the countries where they circulate.

- | | | | |
|------------|------------|---------------|--------------|
| 1) krona; | 6) dollar; | 11) zloty; | 16) pound; |
| 2) rial; | 7) yuan; | 12) baht; | 17) shekel; |
| 3) peseta; | 8) naira; | 13) lira; | 18) escudo; |
| 4) mark; | 9) rouble; | 14) cruzado; | 19) yen; |
| 5) peso; | 10) rupee; | 15) shilling; | 20) drachma. |
| a. Austria | f. India | k. Israel | p. Sweden |
| b. Poland | g. Germany | l. China | q. Portugal |
| c. Spain | h. Brazil | m. Greece | r. Nigeria |
| d. USA | i. U.K. | n. Iran | s. Thailand |
| e. Mexico | j. Japan | o. Italy | t. Russia |

Check with the answers on p. 188.

[5] *How well do you manage money?*

Fill in the questionnaire for yourself and then check your score on page 188. Compare your answers with those of your classmates.

Yes **No**

1. You know how much money you have at this moment (on you, in the bank, in savings). _____
2. You don't know how much money you spend on food, lunches and home. _____
3. You know for sure how much money you spend on entertainment and clothes. _____
4. At the end of the month you are sometimes broke. _____
5. You don't have any insurance on your possessions. _____
6. Every month you put some money aside for the future. _____

[6] *Make up a dialogue for each of the following situations.*

1. You are at an airport exchange bureau. You want to exchange American dollars but you don't know the rate.
2. You are in a bank. You want to pay some money into your personal cheque account and get a new cheque book.
3. A taxi-driver offers to take you to a railway station five kilometres away for £5, which you consider much too high a fare. Decline your offer, and make it clear why you are declining it.
4. To make a phone call you need some change for a pound. Coin phones do not always give change so you ask a passer-by if he could help you. 10p and 20p coins will do. (Five, two and one pence coins are not used in coin-operated payphones.)

2. Shopping

ESSENTIAL VOCABULARY

A. Buying and selling goods

to buy (bought, bought) – to obtain smth. by paying money for it;
to purchase – to buy;

to sell (sold, sold)	– to give smth. in exchange for money;
to sell goods at a (reasonable/good/low) price;	
to sell something cheaply/expensively;	
sale	– an exchange of goods or property for money; act of selling;
to be for sale	– to be intended to be sold;
to be on sale	– to be offered for purchase;
car boot sale	– a sale where people sell things they own from little stalls or from the back of their car;
jumble sale	– a sale of cheap second-hand goods that people give away to charity;
purchase	– something that you buy.

B. Places to buy and sell goods

bakery	– a shop selling bread, cakes, etc.;
bargain shop	– a shop where goods are offered at reduced prices;
bookshop	– a shop selling books;
boutique	– a small shop that sells fashionable clothes, shoes, or jewellery;
butcher's	– a shop selling meat, sausages, etc.;
cash-and-carry	– a large shop where you can buy goods in large quantities at a lower price than in ordinary shops. Cash-and-carries are not only open to the general public, but usually to people in business who buy goods for their shops or companies;
chemist's	– a shop selling medical goods, toilet articles, cos- metics, photographic supplies, etc.;
corner shop	– a small shop in a town, esp. on a street corner, that sells food and all the things people regularly need;
department store	– a large shop which is divided into several parts, each of which sells one type of thing, for example men's clothes, children's toys, or kitchen equip- ment;
draper's	– a shop selling cloth, linen, clothing, etc.;
fishmonger's	– a shop selling fish, seafood, etc.;

flea market	– an outdoor market selling cheap second-hand goods and sometimes also antiques;
florist's	– a shop selling flowers;
food store	– a shop selling food;
general store	– a small shop, esp. in the country or in a small town, that sells food and all the things you may need at any time;
gift/souvenir shop	– a shop selling souvenirs;
greengrocer's	– a shop selling vegetables and fruit;
grocer's	– a shop selling food in packets, tins, bottles, and several small household requirements;
haberdashery	– a shop selling small articles for sewing and dress-making such as buttons, zips, thread, and ribbons;
ironmonger's/hardware shop	– a shop selling hammers, screwdrivers, nails, etc.;
jeweller's	– a shop selling jewels (precious stones, e. g. diamonds, rubies, etc.);
kiosk	– a small hut on a street, at a railway station, etc., that sells things such as newspapers, cigarettes, and drinks;
market	– public place where people meet to buy and sell goods;
vegetable/fish/antiques, etc. market;	
newsagent's	– a shop selling newspapers, periodicals, etc.;
novelty shop	– a shop selling novelties (cheap unusual objects that are sold as gifts or souvenirs);
off-license	– a shop, part of a pub, where alcoholic drinks may be bought and taken away;
optician's	– a shop selling lenses, glasses, etc.;
post office	– an office, building, etc. where postal business is carried on, together with the business of telegraphs and telephones, payment of state pensions, etc.;
salesroom	– a place where things are sold by auction;
shoe shop	– a shop selling shoes, boots, etc.;
stationer's	– a shop selling writing materials, etc.;
store	– a shop selling many different things;

superstore	– a large shop, esp. one that is just outside a town and that people have to drive to;
tobacconist's	– a shop selling cigarettes, cigars, matches, etc.;
shopping centre/pre-cinct	– part of town where there are shops, markets, etc. close together and often where cars are not allowed;
to do the shopping;	
to go shopping;	
to do window shopping	– to spend time looking at the goods in the windows of shops without intending to buy anything.

C. In a shop

shopkeeper	– an owner of a (small) shop;
shop assistant	– a person who serves in a shop;
salesman/saleswoman	– a man/a woman who sells things, either in a shop or directly to customers on behalf of a company;
salespeople	– people who sell things in a shop or directly to customers on behalf of a company;
cashier	– a person that customers pay money to or get money from in a shop, garage, or bank;
shopper/customer	– a person who is shopping;
counter	– table or flat surface, where goods are shown, customers are served;
cash desk	– a desk or counter (in a shop, etc.), where payments (by cash or cheque) are made;
cash register	– a cash box with a device for recording and storing cash received;
shopping trolley	– a large metal basket on wheels which is provided by shops such as supermarkets for customers to use while they are in the shop;
shop window	– a window used for the display of things on sale;
fitting room	– a room where you can try on new clothes.

D. Quantities

a tin of soup/pears/peaches/sardines/oil, etc.;

a bottle of lemonade/beer/wine/perfume;

a bar of soap/chocolate;
a packet of pipe tobacco/cigarettes/biscuits;
a loaf of bread (pl. – loaves)
a slice of bread;
a joint of meat;
a leg of lamb;
a tube of toothpaste;
(half) a pound of butter/cheese, etc.;
2 lb. of apples;
a dozen eggs;
a jar of jam;
a box of matches;
a length of cloth;
a roll of film;
a book of stamps;
a bunch of flowers.

CONVERSATION IN A SHOP

Asking for goods

I want some writing paper/a tie/a tooth-brush, etc.
Do you sell matches/handbags, etc.?
Have you any cigarettes/apples, etc.?
I want something like this...
Will you weigh it for me?

Possible replies

Just a minute, please. I'll get it/them for you.
We don't sell matches, I'm sorry to say.
I'm sorry, we've run out of vegetable oil/we are out of it.
What (else) would you like?
Discussing the quality of goods (size, colour, etc.)
No, that isn't quite what I want.
This is not what I asked. Can you show me something different?
I want a darker/lighter shade or something of another colour.
Like the one you found me just now, but rather smaller/larger.
I'll take this.
I think this one will suit me best./This would suit me./This would do for me.

I want something to match.
Show me something in grey.
What size is it?
I wear size number.../My size is...
I want to try it on.
This dress is too small/large/tight for me.
It fits me (well).
This coat isn't a good fit.
I need a better quality. I would not mind paying a little more.

Possible replies

Would you like cotton, linen or wool?
What colour, madam?
What else can I show you?
Here you are.
What size shoes/trousers, etc. do you wear?
You can change it in the fitting room to the right.

Discussing the price of goods

What's the price of...?
How much is that one?
What do you charge for it?
What does it cost (including delivery)?
Have you got anything a little cheaper?
Is that the same price?
How much is that altogether, please?
That's too dear/expensive! I can't afford it.
That (the quality) is excellent for the price.
At this price it's a bargain!

Possible replies

It's (only)...
The price is...

Making a complaint

to have/make a complaint;
to have some proof of purchase/the guarantee;
to be faulty – not to work properly;

- to cancel one's purchase – to tell the person or organization supplying the purchase that you no longer wish to receive it;
- to ask for a complete refund/some compensation;
- to justify a complaint – to prove that your complaint is reasonable;
- to put things right – to correct something that was wrong or that was causing problems.

ADDITIONAL VOCABULARY

A. Electrical appliances

- CD player – a machine on which you can play music or other sounds recorded on a CD;
- tape-recorder – one that records sounds on magnetic tape;
- video tape-recorder – one that records vision and sound on magnetic tape;
- VCR (video cassette recorder) – a machine that is used to record television programmes or films onto video tapes, so that people can play them back and watch them later on a television set.

B. Footwear

- shoes – outer covering for the foot, esp. one which does not reach above the ankle;
- high-/low-heeled shoes;
- boots – shoes that cover your whole foot and the lower part of your leg;
- top (high) boots;
- clogs – heavy leather or wooden shoes with thick wooden soles;
- sandals – light shoes that you wear in warm weather which have straps instead of a solid part over the top of your foot;
- sneakers/trainers – casual rubber-soled shoes made of canvas or leather;
- sports/gym shoes;
- plimsolls – canvas shoes with flat rubber soles. People wear plimsolls for sports and leisure activities;
- slippers – loose-fitting light shoes worn in the house.

C. Harberdashery

braces	– straps passing over the shoulders, used to keep trousers up;
button	– a small hard object sewn on to shirts, coats, other pieces of clothing;
handkerchief	– square piece of cotton, etc. for blowing the nose into or wiping the face;
needle	– small, thin piece of polished steel, pointed at one end and with a small hole at the other end for thread used in sewing;
ribbon	– a long, narrow piece of cloth that you use for tying things together or as decoration;
thread	– length of spun cotton, silk, wool, etc., esp. one that is used in sewing;
zip (fastener)	– a device used to open and close parts of clothes or bags. It consists of two rows of metal or plastic teeth which separate or fasten together as you pull a small tag along them.

D. Underwear

bra	– a piece of underwear that women wear to support their breasts;
knickers/panties	– a piece of underwear worn by women and girls which have holes for the legs and elastic around the waist to hold them up;
underpants	– a piece of underwear worn by men which have holes for the legs and elastic around the waist to hold them up;
a pair of knickers/panties/underpants;	
socks	– short stockings not reaching the knee;
stockings	– tight-fitting covering of nylon, silk, cotton, wool, etc. for the foot and leg, reaching to or above the knee;
tights	– piece of clothing made of thin material such as nylon that covers your hips and each of your legs and feet separately. Tights are usually worn by girls and women;
a pair of socks/stockings/tights;	
vest	– a piece of underwear which you can wear on the top half of your body in order to keep warm.

E. Knitwear

- cardigan – knitted collarless woolen jacket that buttons up the front, made with sleeves;
- jersey/jumper/pull-over/sweater – knitted garment usually of thick wool with long sleeves worn for warmth;
- polo neck sweater – a sweater with a high neck which folds over;
- sweatshirt – a loose warm piece of casual clothing, usually made of thick stretchy cotton, which covers the upper part of your body and your arms;
- glove – covering of leather knitted wool, etc. for the hand usually with separated fingers;
- mitten – a glove which has one section that covers your thumb and another section that covers your four fingers together;
- scarf – a piece of cloth that you wear round your neck or head, usually to keep yourself warm;
- men's/women's/children's knitwear;
- knitwear in cashmere/camelhair/lamb's-wool/knitted cottons;
- handknits – clothes, etc. knitted by hand.

F. Hats

- beret – flat, round cap of felt or cloth, worn sports and holiday clothes;
- cap – soft head-covering worn by boys and men without a brim but often with peak;
- hat – covering for the head with a brim worn out of doors.

G. Outer clothes

- blouse – a kind of shirt worn by women or girls;
- shirt – a piece of clothing that you wear on the upper part of your body. Shirts have a collar, sleeves, and buttons down the front;
- dress – a piece of clothing worn by women or girls. It covers her body and extends down over her legs;

waistcoat	– a sleeveless piece of clothing with buttons, which is worn under a coat or jacket;
trousers	– a piece of clothing that you wear over your body from the waist downwards, and that cover each leg separately;
jacket	– a short coat with long sleeves;
dinner jacket	– a jacket, usually black, worn by men for formal social events;
skirt	– woman's piece of clothing that hangs from the waist;
suit	– set of articles of outer clothing of the same material;
man's suit	– one that consists of a jacket, trousers, and sometimes a waistcoat;
woman's suit	– one that consists of a jacket and skirt, or sometimes trousers;
trouser suit	– a woman's outfit consisting of a pair of trousers and a jacket;
two-/three-piece suit;	
coat	– a piece of clothing with long sleeves which you wear over your other clothes when you go outside;
raincoat/fur coat/overcoat;	
parka	– a jacket or coat which has a quilted lining and a hood with fur round the edge.

H. Sportswear

singlet	– sleeveless sports cotton shirt worn by athletes and boxers;
T-shirt	– a cotton shirt with no collar or buttons. T-shirts usually have short sleeves;
sports shirt	– a shirt with half sleeves;
slacks	– loose-fitting trousers, not part of a suit, e. g. as casual wear for men and women;
shorts	– short trousers extending to or above the knees;
swimming suit	– a one-piece clothing worn by women or girls for swimming;

bikini	– a two-piece clothing (bra and briefs) worn by women or girls for swimming and sunbathing;
(swimming) trunks	– a one-piece clothing worn by men and boys for swimming;
jeans	– casual trousers that are usually made of strong blue denim;
blazer	– a kind of jacket which is often worn by members of a sports team.

I. Stationary

clips	– a wire or metal device for holding things (e. g. paper) together;
drawing pin	– a flat-headed pin for fastening paper to a notice-board, etc.;
glue	– an adhesive substance used for joining things;
pad	– a number of sheets of writing paper fastened together along one side;
rubber	– a piece of rubber material for rubbing out pencil marks, etc.;
ruler	– straight length of wood, plastic, metal, etc. used in drawing straight lines, for measuring;
stapler	– a special device used for putting staples into sheets of paper;
typewriter	– a machine with keys which are pressed in order to print letters, numbers, or other characters onto paper.

SHOPPING

The system of trade in Britain is extremely diverse. It includes lots of shops, department stores, boutiques, bargain stores, markets. Nowhere in England is class distinction to be seen so clearly than in the shops. Elegant gown showrooms stock the very best of British fashion, with boutiques selling stylish modern clothes bearing price tags from inexpensive to exclusive. Shopping is a fine blend of new and old, large modern department stores rubbing shoulders with small specialist shops whose owners have handed down traditional skills from generation to generation. Some shops are based on the

principle of self-selection with complete freedom for the shopper to choose from entirely visible stock: the customer either picking up or indicating the article of his choice to an assistant near by. The customer makes payment over the counter or is given a chit for presentation at the cash desk if that happens to be the cash system employed. More often there is a cash register near the display. With self-selection it is more convenient for the customer to make a quick choice from the displayed goods. Numerous self-service shops are also very convenient for the shopper who usually enters the shop through one door and leaves it through another, carries a basket or pushes a trolley, either of which is handed to him on entering. After buying goods the customer passes through a check-out where he makes one payment for all the purchase. Such self-service shops widely employ the pre-packing of fresh food produce. Supplies of ready-wrapped produce usually include such things as fresh fruit, vegetables, butcher's meat, poultry, fish, etc. This system is almost solely used by larger self-service stores, some of which are known as supermarkets.

There are many markets in Britain, jumble and car boot sales where you can buy virtually anything: clothes, floral scents and soaps, art and antiques, and craft goods such as jewellery, ceramics and leather.

London is one of the most lively shopping cities in the world. Within just a few minutes' walk you can find both vast department stores, with glittering window displays, and tiny, cluttered rooms where one customer almost fills the entire shop. Many of the most famous London shops are in Knightsbridge or Regent Street, where prices can be steep, but Oxford Street, which is packed with a huge number of shops offering quality goods at a range of prices is also worth a visit.

At times big department stores in Britain hold what are known as 'bargain sales', that is they sell articles at reduced prices. These are not real price reduction, however, but an attempt to get rid of stocks that find no market.

In small towns and villages there are many different kinds of shops. One of them is the so-called General Store. They usually try to show as much as possible in their windows. There you can see bars of soap, cotton, socks and boots, teacups and plates, pans and kettles and many other things. When you go inside there is an even greater variety: gardening tools, tinned goods, packets of pipe tobacco and cigarettes, groceries, ready-made clothes and postcards.

ILLUSTRATIVE DIALOGUES

[1] *Laura and Samuel Simpsons are looking back at the time when they were buying things in small local shops.*

Laura Simpson: When we were kids, Sam, we knew all the shop-keepers in the high street, didn't we? They asked us how the family was and talked about the weather but now...

Samuel Simpson: Oh, no, my dear! They're all strangers, aren't they? Hardly anyone says "Good morning" and they don't take any interest.

Laura Simpson: They don't own their own shops nowadays, do they?

Samuel Simpson: Most people go to the big supermarkets now anyway.

Laura Simpson: And it's all so mechanical! Just going round with a trolley and paying and never talking to anyone.

[2] *Mrs Bennett is at the grocer's.*

Mr Chain: Hello, Mrs Bennett. What can I do for you?

Mrs Bennett: Hello, Mr Chain. I'd like half a pound of butter and some Cheddar.

Mr Chain: Is it for cooking?

Mrs Bennett: No, it's to have with biscuits.

Mr Chain: Then I recommend this one. It's mature and quite strong.

Mrs Bennett: Could I try a little, please?

Mr Chain: Yes, sure.

Mrs Bennett: Mmm, very nice. I'll have a pound, please.

Mr Chain: Anything else?

Mrs Bennett: A dozen eggs, please.

Mr Chain: Standard or large?

Mrs Bennett: Standard, please.

Mr Chain: Here you are. Anything else?

Mrs Bennett: Just one more thing – a tin of peaches, please.

Mr Chain: Oh, I'm afraid we haven't got any peaches left.

Mrs Bennett: Haven't you?

Mr Chain: No, but we've got a lot of apricots.

Mrs Bennett: O. K. I'll take a tin of apricots, then.

[3] *Joan and Marie are at the supermarket.*

Marie

(a newcomer): Do you have the shopping list?

Joan
 (her cousin): Yes, it's in my pocket. I'll get a trolley. We'll shop together.
 We need orange juice.

Marie:
 There are a lot of various brands of them.

Joan:
 The store's own brand is the least expensive one. The quality is the same, but it's a bit cheaper.

Marie:
 Do big supermarkets have their own brand of other things?

Joan:
 Yes, always look for the store's own brands. They are cheaper.

Marie:
 What do we look for next?

Joan:
 Let's get to the meat counter.

Marie:
 Okay. I think we need a chicken and some veal. I'll get both items.

Joan:
 Don't forget to look at the date on the label.

Marie:
 What does the date mean?

Joan:
 It indicates the last day the store is supposed to sell this item.

Marie:
 Which foods are dated?

Joan:
 If foods are perishable, they've got to be dated.

Marie:
 You are an experienced buyer. What else do we need?

Joan:
 A large wholemeal loaf and a half-a-dozen soft white rolls for Pamela and Michael. They like them very much.

[4] *Jane is at the shoe shop.*

Jane:
 I like the style very much and they are very comfortable.
 But I'm afraid, I don't like the colour. Have you got something brighter. Brown is such a dull colour.

Shop assistant:
 I'll have a look. What about red?

Jane:
 Yes, I've got a few things that might go with red. Could I try them on?

Shop assistant:
 Yes, I'll just fetch them. Just a moment.

[5] *Peter is at the man's fashion department.*

Shop assistant:
 Can I help you?

Peter:
 Yes, please. I'm looking for a polo neck sweater.

Shop assistant:
 I see. What size are you?

Peter:
 Er... size 38, I think.

Shop assistant:
 Any particular colour?

Peter:
 I prefer something in blue.

Shop assistant:
 Well, what about this one?

Peter:
 Yes, it looks nice. How much is it?

Shop assistant: £15. Would you like to try it on?
 Peter: Yes, please.
 Shop assistant: The fitting room's over there.
 Peter: Thank you. (Peter tries it on.)
 Shop assistant: Well, did it fit?
 Peter: Yes, it was perfect. I'll take it.

[6] *Miss Simpson is in a large department store.*

Shop assistant: Can I help you, madam?
 Miss Simpson: I'm afraid I've got a complaint. It's this cardigan. I've only had it for a month and it's already worn out.
 Shop assistant: Worn out? May I have a look at it?
 Miss Simpson: Yes, here you are. Look at the sleeves. They are the worst part. Do you see it?
 Shop assistant: And how long do you say you've had it?
 Miss Simpson: For about a month. Since November, in fact. Look, here's the receipt.
 Shop assistant: Thank you. This is rather strange. We've been selling this particular make for years and we haven't had any complaints so far.
 Miss Simpson: Well, I'm sorry. I'm sure it isn't my fault it's already worn out.
 Shop assistant: If you will wait a minute, I'll call the manager. Mrs Hull!
 Mrs Hull: Yes?
 Shop assistant: It's this lady. She's had this cardigan for a month and it's already worn out.
 Mrs Hull: Really? Let me see. Yes, well... make out a credit-slip for the lady, would you Miss Green?
 Miss Simpson: A credit-slip?
 Mrs Hull: Yes. You can buy anything you like with it in the store.
 Miss Simpson: I'd rather have the refund, if you don't mind.
 Mrs Hull: I see. Well, I think we can arrange that.
 Miss Simpson: Thank you very much.

EXERCISES

[1] *Answer the following questions.*

1. Is shopping made easier when there are only a few shops to choose from, or does this lack of choice make shopping difficult?

2. Where would you rather go shopping – in a big shopping centre outside town or in the high street in the town centre? Give reasons for your answer.
3. When you go shopping do you always buy something or do you just spend time looking at the goods in the window displays without intending to buy anything? Do you like window-shopping?
4. If you have money to spend on non-essential things, what sort of things do you buy for yourself? Do you like buying things for other people?
5. What was the best bargain you ever bought? Where did you buy it? When? What was it like?
6. Can you remember a time when there were specialist shops in your towns for things such as greengroceries, and meat?
7. Are supermarkets really cheaper or do they cunningly persuade you to spend more money than you intended?
8. What are the advantages and disadvantages of the “Supermarket Era”?

[2] *Where would you go in order to buy different things? Match the goods you want to buy with the shop where you can buy them.*

You want

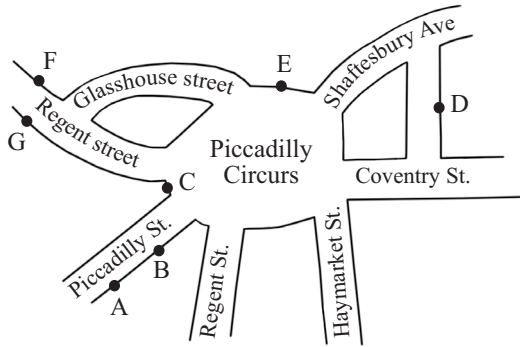
- 1) a pair of shoes or boots;
- 2) medicine;
- 3) seafood;
- 4) sausages, meat;
- 5) potatoes, apples;
- 6) butter, cheese;
- 7) a bunch of roses;
- 8) a newspaper, a magazine;
- 9) cigarettes, matches;
- 10) a loaf of bread, cakes;
- 11) a book of stamps;
- 12) a sofa, an armchair;
- 13) the latest fashion;
- 14) a ring, a watch;
- 15) a hammer, a screwdriver;
- 16) a pen, envelopes;
- 17) a pair of new glasses;
- 18) whisky, wine.

Go to the

- a) florist's;
- b) post office;
- c) boutique;
- d) baker's;
- e) optician's;
- f) shoe shop;
- g) chemist's;
- h) stationer's;
- i) fishmonger's;
- j) grocer's;
- k) furniture shop;
- l) hardware shop;
- m) butcher's;
- n) off-licence;
- o) greengrocer's;
- p) jeweller's;
- q) newsagent's;
- r) tobacconist's.

[3] On the following map there are seven shops. Read the information below and indicate on the map where these buildings are (check with the answers).

1. If you go along Regent Street to Piccadilly Circus, the shop on the left sells all kinds of jumpers and tartan skirts. It's name – *Scotch Wool Shop*.
2. The *Sock Shop* is in Regent Street opposite the Scotch Wool Shop. There you can buy men's and women's socks.
3. A big record shop, *Tower Records*, is situated in the Piccadilly Circus itself.
4. At *Hatchard's* you can find a good selection of books. It's a five minute walk along Piccadilly Street off the Circus.
5. If you want to buy traditional men's cologne or after-shave you should go to the *Boots* which is between Glasshouse Street and Shaftesbury Avenue.
6. *Richoux* is the best tea shop in London which is situated down Piccadilly Street.
7. If you are keen on perfume made from flowers, then the *Body Shop* is just for you! It's between Coventry Street and Shaftesbury Avenue, near Trocadero Centre.



[4] A. Complete the dialogue.

Shop assistant: What can I do for you?
 Customer:
 Shop assistant: What size do you take?
 Customer:

Shop assistant: I'll bring you a few dresses to try on.
Customer:
Shop assistant: Here you are. Try on this one.
Customer:
Shop assistant: It fits you well.
Customer:
Shop assistant: The price is £100.
Customer:
Shop assistant: Not at all. Come again.

B. Complete the dialogue. Use the words given below as prompts.

Shop assistant: Hello, Sam. How are you today?
Sam:
Shop assistant: OK. What can I do for you?
Sam:
And do you sell?
Shop assistant:
Sam: Three, please.
Shop assistant:
Sam: Yes. Can I have ..., please?
Shop assistant: Which one?
Sam: That one.
Shop assistant: This one?
Sam: No, the black one. Over there. Oh, how much are those?
Shop assistant: The big blue ones? £2.5 each.
Sam: All right. Can I have two, please?
Shop assistant: Sure ...
Sam: No, thanks. ...?
Shop assistant: That's ..., please.
Sam:
Shop assistant: Thanks. ... change.
Sam: Thank you. Bye.
Shop assistant: Bye, Sam.
(files, stamps, a pen, envelopes)

[5] *Make up dialogues for the following situations.*

1. Judy Bennett goes into a boutique. When the shop assistant comes up to her, she explains that she wants a pair of trousers, size 6. The assistant asks her what colour she wants. Judy would like to buy something of the latest fashion and the colour is not important. The

assistant shows her a pair and asks Judy if she wants to try them on. Judy does so, she says that she will take them as they fit and suit her perfectly.

2. Greg Simpson goes into the shop as he has a complaint. He bought the clock at Mildred Pearce in Earlham Street, London, last week. It said 'blue' on the box, but it was pink. The alarm clock doesn't seem to work. He paid cash, and he didn't keep the receipt.
3. Laura Bennett is telephoning to a grocer's shop for four things which she needs the same day. She describes suitably what she wants (together with the amount., and asks whether the things can be delivered before a certain time. One thing in her last order wasn't satisfactory. She says what was wrong with it and asks if a replacement can be sent with the order.
4. Peter Bennett wants to buy some socks of any colour at a local shop. An assistant offers him some green ones, and asks whether they will be suitable.
5. You are in a shop and see a sweatshirt on display, under a notice saying Other Colours and Sizes Available. You like its style but not the colour. Ask for a sweatshirt in the same style, in your size and favourite colour.

[6] *Look at the following diagram below. Fill in the boxes with a word that begins with the same letter and belongs to the category on the left. Some boxes have been filled in as an example.*

	C	S	P	B	T
shop					
outer clothes			parka		
knitwear					
sportswear					
stationary				bookmark	
footwear	clogs				

[7] *Look at the cartoon and make up a story.*



[8] *Speak about.*

1. Your shopping habits.
2. Shopping traditions in your family.
3. Shops in your country/city/neighbourhood.
4. The most interesting/humorous shopping experience in your life.

II. ROLE PLAY

Shopping in London

SITUATION

Divide the class into two groups: buyers and shop assistants or managers.

CHARACTERS

Buyers do the shopping in Oxford Street or Regent Street where they can find most of London's big department stores. They have got not more than £100 each. They should decide what they would like to buy and do their shopping in such a way that they are happy with it.

Shop assistants or managers help the buyer do their shopping.

ROLE CARDS

1. Greg and Joan Simpsons

Greg is a Psychology teacher and he wants to buy a rare scientific book which he has been looking for quite a long time, but it's rather expensive. His wife Joan has her heart set on a pair of very fashionable Italian high-heeled shoes. Both of them have to decide what is more important to buy.

2. Peter Bennett and a shop manager

The other day Peter spent practically all his money on a Sony CD player. He didn't check it as he expected that good make to work. But it turned out to be faulty. When he came home and switched it on, nothing happened. Peter goes back to the shop and tries to cancel the purchase. Unfortunately, he has lost the receipt. But his complaint is justified and the manager of the shop puts things right.

3. Frank Simpson and a shop assistant

Frank Simpson promised Pamela and Michael to buy some Christmas presents. He can't afford to spend much and he doesn't want to disappoint his grandchildren. He knows that Michael is crazy about toy cars and computer games. Pamela likes kites, dolls and books. Frank wants to buy something special and a shop assistant helps him.

4. Anna Dmitrieva and a shop assistant

Anna is a Russian student and she has never been abroad before this trip. What she saw in shops impressed her. She wants to buy a lot of things for her family and friends but unfortunately she's got only £100. A shop assistant helps her to make the purchase.

III. THE SUPPLEMENTARY READING

1. My Financial Career

by S. Leacock

The humour of Stephen Leacock has long been considered the cream of Canadian humour. He began his career as an author when he was forty with "Literary Lapses" which he published himself in 1910. It may seem odd now that he should have begun his career so late, but we must remember that in his twenties and thirties he was busily engaged in fitting himself for work as a university professor. Called "the Canadian Mark Twain" and "the master satirist", Stephen Leacock almost every year added another volume to his cannon of fun. At his death in 1944, Leacock left thirty five joyous books and multitudes of friends and readers.

When I go into a bank I get rattled. The clerks rattle me; the wickets rattle me; the sight of the money rattles me; everything rattles me.

The moment I cross the threshold of a bank and attempt to transact business there, I become an irresponsible idiot.

I knew this beforehand, but my salary had been raised to fifty dollars a month and I felt that the bank was the only place for it.

So I shambled in and looked timidly round at the clerks. I had an idea that a person about to open an account must needs consult the manager.

I went up to a wicket marked "Accountant". The accountant was a tall, cool devil. The very sight of him rattled me. My voice was sepulchral.

"Can I see the manager?" I said, and added solemnly, "alone". I don't know why I said "alone".

"Certainly", said the accountant, and fetched him.

The manager was a grave, calm man. I held my fifty-six dollars clutched in a crumpled ball in my pocket.

"Are you the manager?" I said. God knows I didn't doubt it.

"Yes", he said.

"Can I see you", I asked, "alone?" I didn't want to say "alone" again, but without it the thing seemed self-evident.

The manager looked at me in some alarm. He felt that I had an awful secret to reveal.

"Come in here", he said, and led the way to a private room. He turned the key in the lock.

"We are safe from interruption here", he said, "sit down".

We both sat down and looked at each other. I found no voice to speak.

"You are one of Pinkerton's men, I presume", he said.

He had gathered from my mysterious manner that I was a detective. I knew what he was thinking, and it made me worse.

"No, not from Pinkerton's", I said, seeming to imply that I came from a rival agency.

"To tell the truth", I went on, as if I had been promoted to lie about it, "I am not a detective at all. I have come to open an account. I intend to keep all my money in this bank".

The manager looked relieved but still serious; he concluded now that I was a son of Baron Rothschild or a young Gould.

"A large account, I suppose", he said.

"Fairly large", I whispered. "I propose to deposit fifty-six dollars now and fifty dollars a month regularly".

The manager got up and opened the door. He called to the accountant.

"Mr Montgomery", he said unkindly loud, "this gentleman is opening an account, he will deposit fifty-six dollars. Good morning".

I rose.

A big iron door stood open at the side of the room.

"Good morning", I said, and stepped into the safe.

"Come out", said the manager coldly, and showed me the other way.

I went up to the accountant's wicket and poked the ball of money at him with a quick convulsive movement as if I were doing a conjuring trick.

My face was ghastly pale.

"Here", I said, "deposit it". The tone of the words seemed to mean, "Let us do this painful thing while the fit is on us".

He took the money and gave it to another clerk.

He made me write the sum on a slip and sign my name in a book. I no longer knew what I was doing. The bank swam before my eyes.

"Is it deposited?" I asked in a hollow, vibrating voice.

"It is", said the accountant.

"Then I want to draw a cheque".

My idea was to draw out six dollars of it for present use. Someone gave me a cheque-book through a wicket and someone else began telling me how to write it out. The people in the bank had the impression that I was an invalid millionaire. I wrote something on the cheque and thrust it in at the clerk. He looked at it.

"What! are you drawing it all out again?" he asked in surprise.

Then I realized that I had written fifty-six instead of six. I was too far gone to reason now. I had a feeling that it was impossible to explain the thing. All the clerks had stopped writing to look at me.

Reckless with misery, I made a plunge.

“Yes, the whole thing”.

“You withdraw your money from the bank?”

“Every cent of it”.

“Are you not going to deposit any more?” said the clerk, astonished.

“Never”.

An idiot hope struck me that they might think something had insulted me while I was writing the cheque and that I had changed my mind. I made a wretched attempt to look like a man with a fearfully quick temper.

The clerk prepared to pay the money.

“How will you have it?” he said.

“What?”

“How will you have it?”

“Oh” – I caught his meaning and answered without even trying to think – “in fifties”.

He gave me a fifty-dollar bill.

“And the six?” he asked dryly.

“In sixes”, I said.

He gave it me and I rushed out.

As the big door swung behind me I caught the echo of a roar of laughter that went up to the ceiling of the bank. Since then I bank no more. I keep my money in cash in my trousers pocket and my savings in silver dollars in a sock.

2. Proverbs, Sayings, Quotations, Jokes

Money spent on the brain, is never spent in vain.

Money makes the mare go.

A fool and his money are soon parted.

He who pays the piper calls the tune.

Live now – pay later.

Look after the pennies, and the pounds will look after themselves.

Economy is a way of spending money without getting any pleasure out of it. (*Salacrou*)

That man is the richest whose pleasures are the cheapest. (*Thoreau*)
It is a sheer madness to live in want in order to be wealthy when you die. (*Juvenal*)
Wealth is not his that has it, but his who enjoys it. (*Franklin*)

Taxi driver: Here's your change from twenty.
Passenger: Did I buy an interest in your cab?

The office manager of the large corporation went over to the desk of a pretty young stenographer and asked, "Miss Jones, are you doing anything Sunday night?"

"Why no", answered the girl blushing.

"Then get a good night's sleep and try to get to the office on time Monday morning".

At the funeral of one of the richest men in town, an obviously poor man wept the loudest, longest, and most hysterically. A sympathetic bystander asked him: "Were you a close relative?"

"No", sobbed the man. "That's why I'm weeping".

The grocer was busy with his customers when he noticed a small boy standing near an open box of sweet biscuits.

"Well, my boy", said the grocer, "what are you up to?"

"Nothing", answered the boy.

"Nothing? Well it looks as if you were trying to take a biscuit".

"You are wrong, mister. I'm trying not to".

Pat and Jack were in London for the first time. During a tour of the shops in the West End they came to an expensive-looking barber's.

"Razors!" exclaimed Pat. "You want one, don't you?"

"Ah", said Jack, peering through the glass.

"There's a beauty there for twenty-five bob", said Pat, "and there's another for thirty bob. Which would you sooner have?"

"A beard", said Jack, walking off.

IV. GLOSSARY

abrupt	внезапный, резкий
allowance	карманные деньги
bullion	слиток
cash dispenser	автомат для выдачи наличных с банковского счета
cashpoint machine	= cash dispenser
cattle	скот
chit	расписка
clog	башмак на деревянной подошве
clutched	сжатый
cluttered	захламленный
coincide	совпадать
conduct	поведение
conjuring trick	фокус
craft	ремесленный
crumpled	смятый, измятый
cunning	хитрый
cunningly	хитро
depreciation	обесценивание
disconcerted	смущенный
diverse	разнообразный
fearfully	ужасно
feather	перо
flea market	барахолка
glittering	сверкающий, сияющий
gown	платье
grain	зерно
grave	серьезный
guinea	гинея
hammar	молоток
haberdashery	галантерея, галантерейные товары
hollow (voice)	глухой, тихий (голос)
insult	оскорбление
insurance	страхование
irresponsible	безответственный
jumble sale	благотворительная распродажа подержанных вещей
legal tender	законное средство платежа (обычно о бумажных и металлических деньгах)
mature (cheese)	выдержанный (сыр)

merchant	торговец
misery	страдание
notion	понятие, представление
overdraft	овердрафт
parka	парка, стеганая куртка на меху.ю штормовка
peer	всматриваться, вглядываться
perishable	скоропортящийся
persuade	убеждать, уговаривать
phase out	ликвидировать
plimsolls	кеды
plundge	бросок
poke	тыкать, втыкать
poultry	домашняя птица; птица
rattle	нервировать, выводить из себя
receipt	квитанция
reckless	безрассудный
refund	возмещение (денег)
reveal	обнаруживать, открывать
rival	конкурирующий
roar of laughter	взрыв смеха
screwdriver	отвертка
sepulchral	могильный, погребальный
shamble	волочить ноги, тащиться
shell	раковина, ракушка
shilling	шиллинг
skull	череп
solemnly	торжественно
standing order	приказ о регулярных платежах
steep	высокий (о ценах)
take over	принимать руководство, сменять кого-л.
tartan	клетчатый
tartan	шотландка (ткань)
threshold	порог
thrust	толкать
timidly	робко
transaction	операция (денежная)
cash transaction	оплата наличными
tusk	бивень
wicket	окошко (в банке)
wretched	несчастный

V. K E Y S

Answers to Some Exercises

Exercise 4

1) p;	6) d;	11) b;	16) i;
2) n;	7) l;	12) s;	17) k;
3) c;	8) r;	13) o;	18) q;
4) g;	9) t;	14) h;	19) j;
5) e;	10) f;	15) a;	20) m.

Exercise 5

If you scored:

- 4 to 8: You manage your personal finances well.
- 0 to 3: You're on the road to financial security. But there are still improvements you could make.
- 1 to –4: You need to be careful. Things may be all right now, but if they start going wrong, you could find yourself in deep trouble.
- 5 to –8: It looks as if you don't really care what happens to you. Fair enough, but what about your family?

Exercise 3

Scotch wool Shop – F

Sock Shop – G

Tower Records – C

Hatchard's – B

Boots – E

Richoux – A

Body Shop – D

UNIT 5

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I. SPEAKING PRACTICE

GETTING ABOUT TOWN

1. Spotlight on London

Nobody really knows London, least of all those who have lived and worked in it all their lives. What may be termed “Visitors’ London” extends from Kensington in the west to the Tower of London in the east; from Chelsea in the south to Hampstead in the north.

London is famous for ancient and historic buildings but it by no means dwells solely in the past. You can lunch or dine in a revolving restaurant on top of the highest building in Britain and more than 500 feet above the pavement; in the city you can look down on the floor of the Stock Exchange and see part of London’s vast financial system at work. Some of the world’s greatest art treasures pass through London salesrooms. London has the world’s longest underground railway route. Piccadilly, Regent Street and Oxford Street are shopping centres. You can take your pick of 20 or more theaters, or two opera houses and a succession of concerts by world famous artists – and all within a mile or so of Trafalgar Square. And at the end of the day you can wander into a lovely park where the hum of traffic is muted and boat or bathe or just relax. All these things are incidental to what may be called the “basic sights” – the museums, picture galleries, churches and so on.

A starting point for tours of London is Trafalgar Square. It was built early in the last century to commemorate the Battle of Trafalgar and Lord Nelson’s famous victory in 1805; his statue crowns the pillar rising from the centre of the square, which is a very popular place for meetings and demonstrations; at other times the pigeons and the fountains provide the entertainment. Just behind Trafalgar Square is the National Gallery containing pictures of almost every famous English man or woman – writers, statesmen, soldiers, inventors, and artists. It houses a fine collection of works from the British, French, Dutch, Italian and Spanish schools. Behind the gallery is the National Portrait Gallery.

If you like, you can walk along the wide street called Whitehall which stretches from Parliament Square to Trafalgar Square. Whitehall is often used as a name for the Civil Service. Many government offices are to be found here. A little farther up Whitehall is the Horse Guards. And then comes Downing Street, containing the famous number 10, residence of the Prime Minister. Next door at number eleven lives the Chancellor of the Exchequer, who is responsible for financial planning and the British economy. Just around

the corner in Whitehall itself are all the important ministries: the Foreign Office, the Ministry of Defence, the Home Office and the Treasury. In the middle of Whitehall is the Cenotaph, the memorial to the men who died in both World Wars, where the Queen lays the first wreath of poppies on Remembrance Day. Just along there on the left is New Scotland Yard, the headquarters of the Metropolitan Police and Criminal Investigation Department (CID), familiar to all readers of detective stories.

Then ahead the view widens to include the frontage of the Palace of Westminster, better known as the Houses of Parliament, the seat of the British Parliament. At the north end of the block is the clock tower well-known all over the world for the sound of the bell called Big Ben. The clock (or rather the largest of the five bells at the top of the tower) on which the hours and quarters are struck was named after Sir Benjamin Hall, who was Commissioner of works in 1858 when the clock was made.

When the House is sitting a flag flies from the top of the tower at day time and if the House is sitting after dark a light can be seen shining from just above the clock. Parliament is in session every afternoon and evening except Friday and the weekend, and if you are lucky you might be able to watch a debate from the public gallery. After a general election and before each new session of Parliament in November the Queen attends the State Opening of Parliament, a ceremony dating from the sixteenth century, the time of Charles I. The Queen travels in procession from Buckingham Palace to the Palace of Westminster where she reads the speech from the Throne of the House of Lords. "The Queen's Speech" describes the main policies of the Government. The ceremony takes place in the House of Lords. As a matter of fact, the Queen is not allowed to enter the House of Commons, which reminds everybody that the monarch must not try to govern the country.

Close to the Houses of Parliament stands Westminster Abbey, beautiful for its architecture and its historic associations. It was founded by Edward the Confessor. Kings and Queens have been crowned here since William the Conqueror. They have been married and buried here. Here is the tomb of the Unknown Soldier, the Poet's Corner where many world famous writers are buried: Chaucer, Ben Jonson, Charles Dickens, Alfred Tennyson, Thomas Hardy, Rudyard Kipling, and Thomas Eliot. The church is full of memorials to kings, queens, statesmen, writers, scientists and explorers, all of whom have played a part in shaping Britain's history. The Abbey remains the most important church in Britain.

There are more than eighty parks in London, each having its own character. The best known parks are Hyde Park, Regent's Park and St. James's Park. Hyde Park is the largest in London. At the time of King Henry VIII there

were wild animals in it and it was a hunting forest. It is still popular with horse riders. Today people walk here or just sit on the grass. The lake known as the Serpentine, in the middle of the park, is used for bathing and boating and there is usually a regatta during the summer. Here, in this park, is the so-called Speakers' Corner (near Marble Arch tube station) where various orators give their views on an astonishing variety of subjects before an audience.

Regent's Park, which used to be a hunting park, is at present the home of London Zoo. In the Zoological Gardens, founded in 1828, animals are seen in something approaching their natural habitat. In summer the park is also an open air theatre which delights audiences with performances of Shakespeare's plays.

St. James's Park is the oldest and the smallest of these three parks. It is one of ten royal parks in and around London which are owned by the Queen but are open to the public free of charge. The park is famous for its water-birds and beautiful gardens. Buckingham Palace, the most recent royal residence, is situated in St. James's Park. The best time to come and see Buckingham Palace is 11.30 a.m., when you can see the changing of the guard.

To the north of the Palace is Piccadilly, with its clubs, big hotels, theatres and shops. Piccadilly Circus, which is actually quite small, is the centre of night life in the West End well known all over the world. To the north of Piccadilly Circus is Soho, which has been the foreign quarter of London since the 17th century. Now it has restaurants offering food from different countries, especially Chinese and Italian.

An exclusive part of London called Kensington is the place where you can find many foreign embassies, luxurious hotels, and the department store that is the symbol of expensive living – Harrods. Here people can buy anything, including wild animals and pets. Another attraction of the district is the famous Albert Hall where concerts of popular classical music, tennis tournaments and boxing matches are held.

The business part of London is called the City. Every morning from the suburbs outside London crowds of men, women, boys and girls travel here to work in the offices, shops, banks, and other business places. The City differs from the rest of London. Historically it was the original Roman settlement. It has its own governing body. The City has had a mayor since 1192 and as early as the 13th century he was Lord Mayor, whose official residence is the Mansion House. The City runs the markets, maintains the bridges and has its own police force.

As we enter Fleet Street, where the publishing houses of important British newspapers are situated, St. Paul's Cathedral comes in view. It was built by Sir Christopher Wren to replace a church destroyed by the great fire

of 1666. The Cathedral is 365 feet high, and its gold ball is 6 feet in diameter. The massive dome is topped by a gold cross which glitters when the sun strikes it. You may climb up the three hundred and sixty five steps to the dome if you wish. Half-way up you reach the Whispering Gallery, where, if you press your ear to the wall, you can hear the softest whisper from the other side of the dome. Among the famous people buried there are Admiral Nelson, Duke of Wellington, Sir Christopher Wren.

St. Paul's stands at the western end of Cheapside, where is the church of St. Mary-le-Bow, home of the Bow Bells (those born within the sound of Bow Bells are cockneys). It is one of the most famous churches in London, which was also built by Sir Christopher Wren.

King Street on the other side of Cheapside leads to the Guildhall, the place of great banquets at which the Lord Mayor welcomes distinguished guests, particularly on the Lord Mayor's Show day in November. The Hall dates from 1411. The Lord Mayor is the chief person of the city, and in old times even the king had to knock at the city gate and wait till the Lord Mayor gave him permission to enter.

Now at last we come to the Tower of London, begun by William I. In part it dates from the Norman Conquest of 1066 and has been at one time or another citadel, palace, prison, treasury, armoury and observatory. Successive monarchs have altered or added to it but it has always been more of a prison than a fortress. Its story includes many of the saddest and cruelest events London has seen. Not many people know that it was also a Zoo for nearly 600 years. This started in 1235 when Henry III was presented with three leopards. Nobody quite knew what to do with them, so they ended up in the Tower. Later they were joined by bears, lions, apes, elephants, eagles, owls and jackals. In the last century, the "Tower Menagerie" was a day's outing for the family. Now, however, all that remains of it are the ravens and the legend that if they ever leave, the Tower will fall. At present the Tower is a museum.

So far we have not mentioned Bloomsbury, which is well known to many visitors. Of particular interest are the observation galleries restaurant that can be found in the tallest building in Britain – Post Office Tower. Well worth a visit in Bloomsbury is the British Museum which contains unique and priceless treasures, valuable ethnographical, archaeological and other collections, but it is almost as important as a library. Indeed, it is one of the largest libraries in the world. Fifty miles of shelves hold six million volumes excluding a great newspaper repository. For permission to use the library one should apply in writing to the Director, stating the purpose.

Since London is situated on both sides of the Thames, one of the best ways of seeing it is from a river boat. For centuries the Thames was London's

main highway, and well-to-do Londoners kept handsome barges in much the way that cars are maintained today. There are fourteen bridges across the Thames. The most famous are Tower Bridge, London Bridge, Waterloo Bridge and Westminster Bridge. The Thames is especially beautiful from Waterloo Bridge at dawn or at night from Cardinal's Wharf on the south bank.

LIST OF PROPER NAMES

Kensington	Thomas Hardy
Tower of London	Rudyard Kipling
Chelsea	Thomas Eliot
Hampstead	Hyde Park
Piccadilly	Regent's Park
Regent Street	St. James's Park
Oxford Street	Serpentine
Trafalgar Square	Zoological Gardens
Lord Nelson	Piccadilly Circus
National Gallery	Soho
National Portrait Gallery	Harrods
Whitehall	Albert Hall
Parliament Square	Lord Mayor
Horse Guards	Mansion House
Downing Street	Fleet Street
Cenotaph	St. Paul's Cathedral
Scotland Yard	Christopher Wren
Metropolitan Police	Whispering Gallery
Criminal Investigation Department	Cheapside
Westminster Palace	St. Mary-le-Bow
Houses of Parliament	King Street
Big Ben	Guildhall
Sir Benjamin Hall	Bloomsbury
Buckingham Palace	Post Office Tower
Westminster Abbey	British Museum
Edward the Confessor	Tower Bridge
William the Conqueror	London Bridge
Chaucer	Waterloo Bridge
Ben Jonson	Westminster Bridge
Charles Dickens	Cardinal Wharf
Alfred Tennyson	

TEST YOURSELF

1. This part of London is the heart of the West End. It is famous for its French, Italian and Chinese restaurants.
2. If you want to see the Horse Guards go to
3. Lord Mayor's official residence is called
4. This is a fashionable shopping street with several well-known stores.
5. Visitors from all parts of the world can usually be seen grouped here. This is also an extremely busy traffic centre and visitors are advised to use the "lower deck", – which contains shops and underground railway booking offices, – when crossing from side to side.
6. Here you can see more than 6.000 animals and birds.
7. The most important church in Britain is
8. The official residence of each Prime Minister of England for the last 200 years is
9. Here Lord Mayor welcomes distinguished guests on the Lord Mayor's Show day.
10. The Street of Ink: almost every building, every room is the London office of a newspaper.
11. Here various orators hold forth on an astonishing variety of subjects before an audience.
12. This building contains immensely valuable collections; besides it is one of the largest libraries in the world.
13. St. Mary-le-Bow's Church, St. James's Church, St. Paul's Cathedral and other masterpieces were built by this architect.
14. Here you can see London's vast financial system at work.
15. It used to be a prison and a Zoo at the same time for many centuries.
16. It is the district of well-to-do people, expensive hotels and department stores.

2. Getting about London

ESSENTIAL VOCABULARY

Travelling by London Transport

- | | |
|-------------------------|--|
| bus | – public motor-vehicle that travels along a fixed route; |
| double- / single-decker | – bus with two / one deck(s) ; |

tram	– public transport powered by electricity on rails in the road surface;
coach	– long distance, single-decked bus;
underground / tube	– London's underground railway system;
taxi / (taxi) cab	– motor-car, esp. one with a meter, which may be hired for journeys;
taxi rank	– place where taxis wait to be hired;
meter	– apparatus which measures the distance travelled;
bus / tram stop	– place at which buses / trams, etc. stop when requested to do so;
to miss one's stop	
to queue up for a bus, etc.	– to get into (be in) a line of people waiting for their turn to get on a bus, etc.;
queue-jumper	– person who doesn't wait for his turn in the queue;
to go by bus / tube, etc.	
to take / get on (into) a bus, tram, etc.	
to get out of / off a bus, tram, etc.	
to elbow one's way through	– to push or force one's way;
to block the aisle/ passage	– to make movement difficult or impossible;
to change	– to leave one's bus / tram, etc. and get into another during a journey;
rush hour	– when crowds of people are travelling to or from work in a large town;
fare	– money charged for a journey by bus, taxi, etc.;
to pay one's fare	
change	– money in small(er) units;
to have (no) small change	
conductor	– person who collects fares on a bus or tram.

Walking about London

to turn	– (to cause) to move so as to face in a different direction;
to turn (to the) right / left	
to turn the corner	
to go straight ahead / on	– to go directly;
to carry on	– to continue going along the street;

(street) traffic	– (movement of) people and vehicles along roads and streets;
a lot of / much / heavy traffic	
traffic jam / block	– number of things or people crowded together so that movement is difficult or impossible;
traffic lights	– coloured lights by the roadside controlling traffic;
to show red / green / yellow	
to be held up by the red	
(street) Zebra crossing	– place on a street where pedestrians are requested to cross;
Look out when crossing!	– Be careful when crossing!
turning	– place where a road turns;
the first / second / next turning on / to the left / right	

Asking the Way

Excuse me, could you tell me	how to get to ... ? how can I get to ... ? the way to ... ? where the nearest... is? which bus to catch for ... ?	formal / informal
Excuse me	sorry to trouble you, but could you tell me ... you couldn't tell me ... , could you? do you happen to know ... ?	formal informal
Does this bus go to ... ? Is this (the right) way to ... ?	informal	

Possible replies

Go straight ahead / on. Carry straight on. It is the first / second / next turning on / to the left (right). Take the first / second / next turning on / to the left (right). Straight ahead till you come to the traffic lights / crossroads, etc. Turn left / right.	formal / informal
Take a tube to ... / a bus to ... / a train to ... (in)formal Sorry, I've no idea. I'm afraid, I don't know.	(in)formal

GETTING AROUND LONDON

London Transport, which you will see on the sides of the buses, is the name of the largest system of passenger transport in the world. Passengers are carried by the underground trains, surface trains, buses, and motor-coaches. Taxis are much more expensive. So the easiest way to travel around London is by a London Regional Transport bus or underground train. They run from the city centre right out into the countryside. London is so large that visitors must learn to use buses and the Underground to move about. One can easily get a map of the Underground railways and the bus routes at any ticket office.

The London Underground which is often referred to as “the tube” has many different lines (see the map). Changing from one line to another you can get to whatever part of London you want. The Underground railway system is very fast. In Central London you are never more than a few minutes’ walk away from a station. Five fare zones cover most of the Underground and generally your fare will increase the more zones you travel through. You must buy your ticket before you start your journey from a ticket office or machine. Keep your ticket because it will be collected at your destination. Under 14’S travel at reduced fare, under 5’S travel free. However, you’ll find it much easier to travel on the Underground and on London’s buses with a Travelcard. One-Day Travelcard or Seven-Day Travelcard can be bought from any London Transport Travel Information Center or Underground station. In the rush hour the tube is very crowded. Sometimes you can get a seat, but you usually have to stand. At most Underground stations situated in the busy parts of London there are moving staircases, or escalators, to take you down to the platforms. At some stations there are lifts.

Buses in London are comparatively cheap. Besides, they are convenient, and give a frequent service throughout the Central area and suburbs. You choose your bus by the number and destination shown on the front, and you can consult the detailed bus map which is available at Travel Enquiry Offices and Underground stations or the visitor’s bus map on the other side of the folder.

Most bus stops show which bus numbers stop there, give details of where the buses go and may show a map of the other stops in the area. If you are not sure which bus to catch, other people in the queue will probably be able to help you. By the way, when waiting for the bus, don’t forget to queue up. That’s the usual British style which is fairer for everybody. The British get very annoyed with queue-jumpers who don’t want to wait for their turn in the queue.

In Britain, there are two kinds of buses: double-deckers and single-deckers. The double-deckers usually have a driver and a conductor. You get on, and then you sit down. After that the conductor takes your fare. But on the single-decker you pay when you get on. There are no conductors, and you put your fare in a box behind the driver. The fare is always the same whereas on the double-deckers the fares are different. On the double-deckers you can't stand on top, you can only sit. On the bottom deck only five people can stand when all the seats are full. In the rush hour the buses are often full. In this case the conductor says "Sorry, full up!", which means you can't get on. The conductor may say "Only two seats on top!", which means that only two people can get in.

On most London buses fares vary with the distance travelled. Unless you have a Go-As-You-Please ticket or Red Bus Rover you must pay separately for each journey. If you do pay for each journey, you have to use coins and keep your ticket until you get off the bus.

At the suburbs buses do not stop at all bus stops unless there are passengers who wish to get on or off. These bus stops are marked REQUEST STOPS. If you wish to board a bus at one of these request stops, you should stand at the bus stop so that the driver will see you and stop. You enter by the yellow front doors and pay the driver. If you are not sure of the fare, say where you want to go, and you will be told the cost and, if you ask where to get off.

In London, there are fast buses called "Red Arrows" that run non-stop between important places. The fare is fixed, and passengers pass through an automatic gate which opens when the correct coins are inserted.

ILLUSTRATIVE DIALOGUES

[1] *Mrs Bennett is talking to Philip, Judy's college friend, about London Transport.*

Mrs Bennett: Are you enjoying your stay in London?

Philip: Yes, I am on the whole, although there are some things that I don't quite like.

Mrs Bennett: What don't you like?

Philip: Well, I don't like the weather, or the London traffic, and I don't like travelling by the tube.

Mrs Bennett: You are not the only one. I don't like it either, especially in the rush hour, though I don't have to travel to work every day.

Philip: Do you usually get about London by the Underground?

Mrs Bennett: No, I usually go by bus. Sometimes I walk, if I am energetic enough. And what about you? How do you usually get to the college?

Philip: I usually go by bus, if I don't have to wait too long. Sometimes I go by the tube, which I don't like at all.

Mrs Bennett: How long does it take you to get to the college?

Philip: About twenty minutes by bus and about twenty-five minutes by the Underground.

Mrs Bennett: That's not bad, I should say. Some students have to spend more than an hour travelling to the college every day, and an hour getting home again.

[2] *Philip is going to Bond Street by the Underground.*

Philip: Excuse me please, can you tell me how to get to Bond Street?

Stranger: That's easy. You want the Victoria to Oxford Circus and then change on to the Central.

Philip: Where do I go now?

Stranger: Take the escalator on your left and follow the signs.

Philip: Thanks a lot!

[3] *Philip is going to the station by bus.*

Philip: Is this the right bus for the station?

Stranger: No, you are going the wrong way. This bus is going in the opposite direction. You'll have to get off at the park and take a 15.

Philip: Can you tell me where to get off?

Stranger: It's the next stop but one. You can walk from there.

[4] *Jane Bennett is paying the fare in the bus.*

Conductor: Full up inside, three seats on top Fares, please!

Jane: Wall Street, please.

Conductor: I'm sorry, miss. I can't change a pound note. Have you got any small change?

Jane: I've got none, I'm afraid. (addressing one of the passengers) Can you change this pound note, madam?

Passenger: I'm sorry to say, I can't.

Conductor: Have you any small change, sir?

Passenger: I must have some. Just a minute. Oh, yes. Here you are.

Conductor: Thanks very much indeed.
(addressing Jane) Here is your ticket and the change.

Jane: Will you put me down at Wall Street. I'm afraid I'll miss my stop.

Conductor: Yes, certainly.

[5] *Peter Bennett is asking the way to the station in the street.*

Peter: Excuse me, please. Could you tell me the way to the station?

Passer-by: Yes, certainly. If you go along here as far as the traffic lights then turn right, that will bring you into Market Street. Well, the station is the first turning on the left in Market Street.

Peter: I see. Straight on here as far as the traffic lights ... turn right ... and then the first turning on the left in Market Street.

Passer-by: Yes, that's right.

Peter: Is it too far to walk?

Passer-by: No, it's no distance at all.

Peter: Many thanks. Well, you've been most helpful.

Passer-by: It's a pleasure.

[6] *Susan Bennett is taking a taxi to Victoria Station.*

Susan: Taxi! Taxi! (The taxi pulls up)

Driver: Where to, madam?

Susan: Victoria station, please.

Driver: Right.

Susan: I've got to catch the 11.30 train. Do you think we can make it?

Driver: We'll be all right if there are no hold-ups.

Susan: Yes, but I've still got to buy my ticket.

Driver: Don't you worry. I'm taking a route without much traffic.

Susan: Thank you. (11.20, Victoria Station)

Driver: Here you are, Victoria Station. And you've got ten minutes to catch your train.

Susan: Oh, good. How much is it?

Driver: It's on the meter. £ 6.30, please.

Susan: Here's £ 7. You can keep the change. Thank you very much.

Driver: Thank you.

EXERCISES

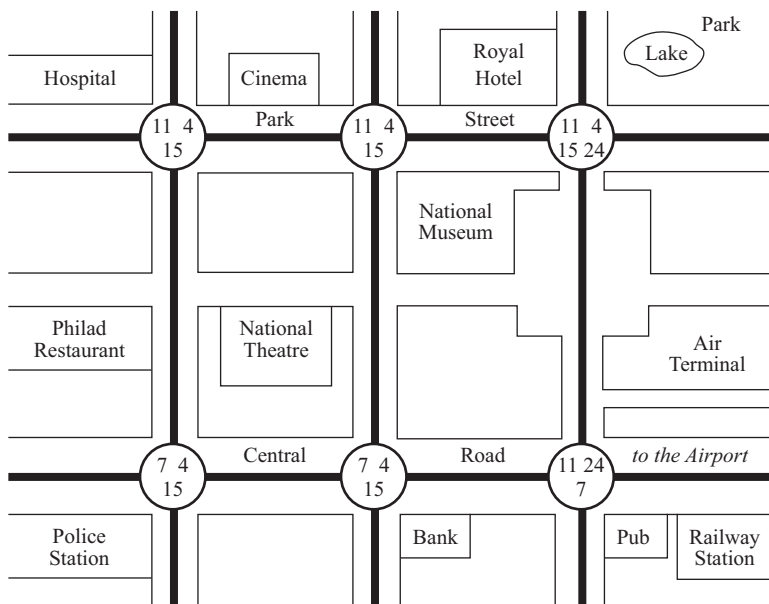
[1] *Fill in the missing remarks*

- A. Philip: Excuse me, could you tell me the way to the British Museum, please?
Passer-by: Yes, certainly. Go straight along this road as far as the traffic lights, then turn left.
Philip:
Passer-by: Oh, yes. You can get a bus or go by underground if you like.
Philip:
Passer-by: The bus stops over there by the Bank and you'll see the underground station a little way along the left-hand side of the street.
Philip:
Passer-by:
- B. Philip: Does this bus go to Westminster Abbey, please?
Conductor: No, there isn't a bus from here to Westminster.
Philip:
Conductor: You'll have to change at Oxford Circus.
Philip:
Conductor: Full up inside. Standing only, come along, fares please.
Philip:
Conductor: It'll take about 15 minutes or so to get to Oxford Circus at this time of the day.
Philip:
Conductor: Don't worry. I'll call it out.
Philip:

[2] *A. Practice asking and giving directions based on the information given in the map.*

1. You are at the Royal Hotel. You want to go to the nearest bank.
2. You're at the Railway Station. You want to go to the main square.
3. You're at the Bank. You want to go to the National Museum.
4. You're in the Park. You want to go to the National Theater.
5. You're at the National Theater. You want to go to the Railway Station.

B. Imagine yourself in other places. Ask your friends for directions.



bus routes



bus stops



[3] *Describe the picture.*



[4] *Complete the following sentences:*

1. If you are in London for the first time, be sure to see
2. If you want to know more about London / a strange city, you should
.....
3. If you come to a place you've never been to, you should first of all
.....
4. If you are not sure that you are going in the right direction, you'd better ask
5. If you don't know your way around, you should
6. If you are going in a bus and you don't know where to get off, you'd better
7. If you don't have the money in small units and can't pay the fare in the bus, you should
8. If you don't know how much you have to pay for the ride, you should
9. If you are going by the tube and you don't know whether you have to make a change, you'd better
10. If you are in a hurry to catch the train, you should

[5] *Make up a dialogue for each of the following situations.*

1. You are visiting someone in a strange town. You have the person's address but are not sure which bus to catch. Stop someone and ask him /her.
2. You're standing at the bus stop. Unfortunately, there is no sign to tell you the number of the bus that stops there. You think you know which bus it is, but just to make sure you ask the person next to you in the queue. What do you say to him/her?
3. Someone stops you in the street and asks you the way to the station. Give him / her clear directions.
4. Peter has gone to a nearby town to see an exhibition at the town library. He does not know where the library is, so he stops a young girl and asks her the way. Unfortunately, she is unable to help. Peter asks someone else – this time, a slightly deaf old man. Fortunately, the old man knows the way and is able to give Peter directions. Peter thanks him.
5. Susan Bennett wants to get from London to Heathrow to meet her mother, Laura Simpson. She is in a hurry. She takes a taxi and asks the driver to go as fast as possible. He promises to do his best. They arrive on time.
6. A foreign tourist asks you the way to different places of interest in your native town. Suggest different routes. Draw a map on the board.

II. ROLE PLAYS

1. A Week in London

SITUATION

Working in pairs or in small groups you have to plan how to spend a week in London. You arrive at Heathrow airport on Monday 7 a.m. and you have to leave London on Sunday 9 p.m. You have got £ 1,000 at your disposal. Choose a place to stay at, decide what you would like to do and what sights of London and its suburbs you would like to see. Decide upon the main type(s) of getting about London (walking, going in a car, having bus excursions, etc.). Reason out your choice. You should work out a timetable so as to have the most enjoyable sightseeing holiday you have ever dreamed of.

INSTRUCTIONS

1. Work out and express your own suggestions about how to spend a week in London giving your reasons for each of them. Discuss them with your partner(s).

2. Listen to your partner(s)'s suggestions. Discuss them.

3. With your partner(s) work out a common programme and timetable.

4. Report your programme to the class.

5. Discuss all the programmes reported. Find instances of similarity and difference between them.

6. Ask each other questions about how the programmes were agreed upon, who dominated in the discussion, whether there was a lot of arguing or not, who made the suggestions, etc.

7. Choose the best programme and the most interesting suggestions from each programme that could serve as the basis for one common programme of the whole class (group).

8. Working together prepare one programme of your stay in London.

2. Planning a Town

SITUATION

You are chief architect(s) of a new University town. You are known to support all kinds of innovations in architecture and town planning. You your-

self are going to live in it. It should be very beautiful and convenient for the people to live in. The population of the town will be made up of University professors, students and people working for the so-called service sector. The place for the new town has already been chosen in one of the richest agricultural areas of England. It is a picturesque valley crossed by the river Slow. One bank of the river is flat and the other is rather hilly and covered with forest. The river is rather calm with slow current, which accounts for its name, and comparatively wide. The place is very good for different types of holiday making.

INSTRUCTION

I. Working or in small groups you have to plan this town, design and present its layout. Find people to work for your group, distribute the responsibilities. Draw a plan of a town taking into consideration the following requirements:

- 1) The area of the town is about three square miles.
- 2) The maximum population of the town is approximately 15,000 people.
- 3) The major part of the town is occupied by the University campus.
- 4) According to the guidelines of the county the town is situated in, it should have about 1,500 houses, three parks, two medical centres or hospitals, two shopping centres, a market, three supermarkets, two department stores, a sports centre, two banks, a police station, a fire station, two post offices, three hotels, at least ten restaurants and cafes, four pubs, a theatre, a museum, two cinemas, a railway station, a bus station, several schools and colleges, a library. (The list is to be continued.)

Think of the names of the streets, squares, bridges, parks, etc. (for example, London Road, Market Square, North Street, University Bridge, Oak Park).

- II. Using the plan of the town practice asking and giving directions.
- III. Compile a guidebook of the town.

III. SUPPLEMENTARY READING

1. Soho

(extract from “In Chancery”,
Book 2 of the novel “The Forsyte Saga”)

by J. Galsworthy

OF ALL quarters in the queer adventurous amalgam called London, Soho is perhaps least suited to the Forsyte spirit. “So-ho, my wild one!” George would have said if he had seen his cousin going there. Untidy, full of Greeks, Ishmaelites,¹ cats, Italians, tomatoes, restaurants, organs, coloured stuffs, queer names, people looking out of upper windows, it dwells remote from the British Body Politic. Yet has it haphazard proprietary instincts of its own, and a certain possessive prosperity which keeps its rents up when those of other quarters go down. For long years Soames’ acquaintanceship with Soho had been confined to its Western bastion, Wardour Street. Many bargains had he picked up there. Even during those seven years at Brighton after Bosinney’s death and Irene’s flight, he had bought treasures there sometimes, though he had no place to put them; for when the conviction that his wife had gone for good at last became firm within him, he had caused a board to be put up in Montpellier Square:²

FOR SALE

The Lease of This Desirable Residence
*Enquire of Messrs. Lesson and Tukes, Court Street, Belgravia*³

It had sold within a week – that desirable residence, in the Shadow of whose perfection a man and a woman had eaten their hearts out.

Of a misty January evening, just before the board was taken down, Soames had gone there once more, and stood against the Square railings, looking at its unlighted windows, chewing the cud of possessive memories which had turned so bitter in the mouth. Why had she never loved him? Why? She had been given all she had wanted, and in return had given him, for three

¹ Ishmaelites – зд. отщепенцы

² Montpellier Square – площадь у южной окраины Гайд-парка

³ Belgravia – один из фешенебельных жилых районов Лондона южнее Гайд-парка

long years, all he had wanted – except, indeed, her heart. He had uttered a little involuntary groan, and a passing policeman had glanced suspiciously at him who no longer possessed the right to enter that green door with the carved brass knocker beneath the board “For Sale!” A choking sensation had attacked his throat, and he had hurried away into the mist. That evening he had gone to Brighton to live....

Approaching Malta Street, Soho, and the Restaurant Bretagne, where Annette would be drooping her pretty shoulders over her accounts, Soames thought with wonder of those seven years at Brighton. How had he managed to go on so long in that town devoid of the scent of sweetpeas, where he had not even space to put his treasures? True, those had been years with no time at all for looking at them – years of almost passionate money-making, during which Forsyte, Bustard, and Forsyte had become solicitors to more limited Companies than they could properly attend to. Up to the City of a morning in a Pullman car, down from the City of an evening in a Pullman car. Law papers again after dinner, then the sleep of the tired, and up again next morning. Saturday to Monday was spent at his Club in town – curious reversal of customary procedure, based on the deep and careful instinct that while working so hard he needed sea air to and from the station twice a day, and while resting must indulge his domestic affections. The Sunday visit to his family in Park Lane, to Timothy’s, and to Green Street; the occasional visits elsewhere had seemed to him as necessary to health as sea air on week days. Even since his migration to Mapledurham he had maintained those habits until – he had known Annette. Whether Annette had produced the revolution in his outlook, or that outlook had produced Annette, he knew no more than we know where a circle begins. It was intricate and deeply involved with the growing consciousness that property without any one to leave it to is the negation of true Forsyteism. To have an heir, some continuance of self, who would begin where he left off – ensure, in fact, that he would not leave off – had quite obsessed him for the last year and more. After buying a bit of Wedgwood¹ one evening in April, he had dropped into Malta Street to look at a house of his father’s which had been turned into a restaurant – a risky proceeding, and one not quite in accordance with the terms of the lease. He had stared for a little at the outside – painted a good cream colour, with two peacock-blue tubs containing little bay-trees in a recessed doorway – and at the words “Restaurant Bretagne” above them in gold letters, rather favourably impressed. Entering, he had noticed that several people were already seated at little round green

¹ a bit of Wedgwood – изделие из фарфора, изготовленное на фабрике, носящей имя ее основателя, Джошуа Веджвуда

tables with little pots of fresh flowers on them and Brittany-ware plates, and had asked of a trim waitress to see the proprietor. They had shown him into a back room, where a girl was sitting at a simple bureau covered with papers, and a small round table was laid for two. The impression of cleanliness, order, and good taste was confirmed when the girl got up, saying, "You wish to see Madam, Monsieur?" in a broken accent.

"Yes," Soames had answered, "I represent your landlord; in fact, I'm his son."

"Won't you sit down, sir, please? Tell Madam to come to this gentleman."

He was pleased that the girl seemed impressed, because it showed business instinct; and suddenly he noticed that she was remarkably pretty – so remarkably pretty that his eyes found a difficulty in leaving her face. When she moved to put a chair for him, she swayed in a curious subtle way, as if she had been put together by some one with a special secret skill; and her face and neck which was a little bared, looked as fresh as if they had been sprayed with dew. Probably at this moment Soames decided that the lease had not been violated; though to himself and his father he based the decision on the efficiency of those illicit adaptations in the building, on the signs of prosperity, and the obvious business capacity of Madame Lamotte. He did not, however, neglect to leave certain matters to future consideration, which had necessitated further visits, so that the little back room had become quite accustomed to his spare, not unsolid, but unobtrusive figure, and his pale chinny face with clipped moustache and dark hair not yet grizzling at the sides.

"Un Monsieur tres distingue,"¹ Madame Lamotte found him; and presently, "Tres amical, tres gentil,"² watching his eyes upon her daughter.

She was one of those generously built, fine-faced, dark-haired Frenchwomen, whose every action and tone of voice inspire perfect confidence in the thoroughness of their domestic tastes, their knowledge of cooking, and the careful increase of their bank balances.

After those visits to the Restaurant Bretagne began, other visits ceased – without, indeed, any definite decision, for Soames, like all Forsytes, and the great majority of their countrymen, was a born empiricist. But it was this change in his mode of life which had gradually made him so definitely conscious that he desired to alter his condition from that of the unmarried married man to that of the married man remarried.

¹ Un Monsieur tres distingue (фр.) – Очень хорошо воспитанный господин

² Tres amical, tres gentil (фр.) – Очень приветливый, очень симпатичный

Turning in to Malta Street on this evening of early October, 1899, he bought a paper to see if there were any afterdevelopment of the Dreyfus case¹ – a question which he had always found useful in making closer acquaintanceship with Madame Lamotte and her daughter, who were Catholic and anti-Dreyfusard.

Scanning those columns, Soames found nothing French, but noticed a general fall on the Stock Exchange and an ominous leader about the Transvaal.² He entered, thinking: ‘War’s a certainty. I shall sell my Consols.’ Not that he had many, personally, the rate of interest was too wretched; but he should advise his Companies-Consols would assuredly go down. A look, as he passed the dorways of the restaurant, assured him that business was good as ever, and this, which in April would have pleased him, now gave him a certain uneasiness. If the steps which he had to take ended in his marrying Annette, he would rather see her mother safely back in France, a move to which the prosperity of the Restaurant Bretagne might come to an obstacle. He would have to buy them out, of course, for French people only came to England to make money; and it would mean a higher price. And then that peculiar sweet sensation at the back of his throat, and a slight thumping about the heart, which he always experienced at the door of the little room, prevented his thinking how much it would cost.

Going in, he was conscious of an abundant black skirt vanishing through the door into the restaurant, and of Annette with her hands up to her hair. It was the attitude in which of all others he admired her – so beautifully straight and rounded and supple. And he said:

“Monsieur will have supper with us? It will be ready in ten minutes.” Soames, who still held her hand, was overcome by an impulse which surprised him.

“You look so pretty tonight,” he said, “so very pretty. Do you know how pretty you look, Annette?”

Annette withdrew her hand, and blushed. “Monsieur is very good.”

“Not a bit good,” said Soames, and sat down gloomily.

Annette made a little expressive gesture with her hands, a smile was crinkling her red lips untouched by salve.

And, looking at those lips, Soames said:

¹ the Dreyfus case – “дело Дрейфуса” (1896 – 1899), инспирированное судебное дело по обвинению в шпионаже офицера французского генерального штаба, превратившееся в предмет ожесточенной политической борьбы во Франции

² an ominous leader about the Transvaal – в конце 19 века захватнические устремления Британии были обращены на Трансвааль

“Are you happy over here, or do you want to go back to France?”

“Oh, I like London. Paris, of course. But London is better than Orleans,¹ and the English country is so beautiful. I have been to Richmond² last Sunday.”

Soames went through a moment of calculating struggle. Mapledurham! Dared he? After all, dared he go so far as that, and show her what there was to look forward to! Still! Down there one could say things. In this room it was impossible.

“I want you and your mother,” he said suddenly, “to come for the afternoon next Sunday. My house is on the river, it’s not too late in this weather; and I can show you some good pictures. What do you say?”

Annette clasped her hands.

“It will be lovelee.³ The river is so beautiful.”

“That’s understood, then. I’ll ask Madame.”

He need say no more to her this evening, and risk giving himself away. But had he not already said too much? Did one ask restaurant proprietors with pretty daughters down to one’s country house without design? Madame Lamotte would see, if Annette didn’t. Well! There was not much that Madame did not see. Besides, this was the second time he had stayed to supper with them; he owed them hospitality....

Walking home towards Park Lane⁴ – for he was staying at his father’s – with the impression of Annette’s soft clever hand within his own, his thoughts were pleasant, slightly sensual, rather puzzled. Take steps! What steps? How? Dirty linen washed in public? Pah! With his reputation for sagacity, for farsightedness and the clever extrication of others, he, who stood for proprietary interests, to become the plaything of that Law of which he was a pillar! Here was something revolting in the thought! Winifred’s affair was bad enough! To have a double dose of publicity in the family! Would not a liaison be better than that – a liaison, and a son he could adopt? But dark, solid, watchful Madame Lamotte blocked the avenue of that vision. No! That would not work. It was not as if Annette could have a real passion for him; one could not expect that at his age. If her mother wished, if the worldly advantages were manifestly great – perhaps! If not, refusal would be certain. Besides, he thought: I’m not a villain. I don’t want to hurt her; and I don’t want anything underhand. But I do want her, and I want a son! There’s nothing for it but divorce –

¹ Orleans – французский провинциальный город Орлеан

² Richmond – большой парк в юго-западном предместье Лондона, расположенный на правом берегу Темзы

³ lovelee – английское слово “lovely”, построенное по правилам французского языка

⁴ Park Lane – улица в Гайд-парке, известная когда-то богатыми особняками

somehow – anyhow – divorce!” Under the shadow of the plane-trees, in the lamplight, he passed slowly along the railings of the Green Park. Mist clung there among the bluish tree shapes, beyond range of the lamps. How many hundred times he had walked past those trees from his father’s house in Park Lane, when he was quite a young man; or from his own house in Montpellier Square in those four years of married life! And, to-night, making up his mind to free himself if he could of that long useless marriage tie, he took to fancy to walk on, in at Hyde Park Corner, out at Knightsbridge Gate¹, just as he used to when going home to Irene in the old days. What could she be like now? – how had she passed the years since he last saw her, twelve years in all, seven already since Uncle Jolyon left her that money! Was she still beautiful? Would he know her if he saw her? ‘I’ve not changed much,’ he thought; ‘I expect she has. She made me suffer.’ He remembered suddenly one night, the first on which he went out to dinner alone – an old Malburian dinner² – the first year of their marriage. With that eagerness he had hurried back; and, entering softly as a cat, had heard her playing. Opening the drawing-room door noiselessly, he had stood watching the expression on her face, different from any he knew, so much more open, so confiding, as though to her music she was giving a heart he had never seen. And he remembered how she stopped and looked round, how her face changed back to that which he did know, and what an icy shiver had gone through him, for all that the next moment he was fondling her shoulders. Yes, she had made him suffer! Divorce! It seemed ridiculous, after all these years of utter separation! But it would have to be. No other way! ‘The question,’ he thought with sudden realism, ‘is – which of us? She or me? She deserted me. She ought to pay for it. There’ll be some one, I suppose.’ Involuntarily he uttered a little snarling sound, and, turning, made his way back to Park Lane.

2. Jokes, Proverbs, Sayings

A traveller, on arriving at a railway station, asked a local man: “Well, my friend, as this is my first visit to your town, could you tell me how many hotels you have here?”

Local man: “We have two.”

Traveller: “Now, which of the two would you recommend?”

¹ Knightsbridge Gate – южный вход в Гайд-парк

² an old Malburian dinner – традиционный обед бывших воспитанников колледжа в Мальборо

Local man: “Well, frankly speaking, it’s like this, sir. Whichever one you go to, you’ll be sorry you didn’t go to the other.”

The exceedingly stout lady indignantly tackled a bus inspector at a busy stopping-place.

“I want to report the conductor of the bus that’s just gone,” she shrilled. “He’s been rude!”

“How?” asked the bus inspector.

“Why,” went on the lady. “He was telling people the bus was full up, and when I got off he said: “Room for three inside.”

When a group of women got into the bus, every seat was already occupied. The conductor noticed a man who seemed to be asleep, and, fearing that he might miss his stop, he nudged him and said:

“Wake up!”

“I wasn’t asleep,” the man protested.

“Not asleep? But you had your eyes closed.”

“I know. I just hate to look at ladies standing up in a crowded bus.”

Don’t cross the bridge till you get to it.

It’s a long lane that has no turning.

IV. GLOSSARY

abundant	обильный, богатый
amalgam	смесь
ape	(человекообразная) обезьяна
archaeological	археологический
banquet	банкет
barge	баржа
bay-tree	один из видов мирта (культивируется в Англии как декоративное растение)
bear	медведь
bitter	горький
blush	краснеть от смущения, стыда
brass	латунь, желтая медь
carve (carved, carven)	резать, вырезать, высекать
chew the cud	пережевывать старое, размышлять
clasp	ломать руки в отчаянии
cockney	лондонец из низов (уроженец Ист-Энда)
commemorate	служить напоминанием
Consols	консоли, 2½ % (первоначально 3%) английская консолидированная рента
conviction	осуждение, признание виновным
crinkle	извиваться, морщиться
crown	венчать, короновать, увенчивать
desert	покидать, оставлять, бросать (семью)
devoid of	лишенный
dew	роса, свежесть
dome	купол, свод
droop	опускаться, поникать
dwell	жить, обитать, находиться
eagle	орел
empiricist	эмпирик
ethnographical	этнографический
extrication	выпутывание, распутывание
firm	твердый, стойкий, устойчивый
folder	несшитая брошюра
fondle	ласкать
fountain	фонтан
frontage	передний фасад, палисадник
glitter	блестеть, сверкать

grizzle	седеть
groan	тяжелый вздох, стон
habitat	естественная среда, место распространения
haphazard	случайный
heir	наследник
hum	жужжание, гудение
illicit	незаконный, запрещенный
incidental to	случайный, свойственный, присущий
indignantly	с негодованием, возмущенно
indulge	позволять себе удовольствие, доставлять удовольствие, потворствовать
intricate	запутанный, сложный, затруднительный
involuntary	невольный, непроизвольный
jackal	шакал
knocker	дверное кольцо, дверной молоток
lease	аренда, сдача внаем
liaison	фр. любовная связь
linen	белье
To wash dirty linen in public.	Выносить сор из избы.
lion	лев
menagerie	фр. зверинец
monarch	монарх
mute	приглушать
nudge	слегка подталкивать локтем
obsess	завладеть, мучить, обуять
obstacle	препятствие, помеха
ominous	зловещий, угрожающий
orator	оратор
outlook	виды на будущее, точка зрения, кругозор
owl	сова
passionate	страстный, пылкий
pavement	тротуар
peacock	павлин
pedestrian	пешеход
pigeon	голубь
pillar	колонна; столп, опора
plane-tree	платан
priceless	бесценный
proprietary	собственнический
queer	странный, эксцентричный

railings	ограда, перила
raven	ворон
regatta	парусные или гребные гонки, регата
reversal	изменение
repository	хранилище, склад
sagacity	проницательность, прозорливость, сообразительность, практический ум
salve	целебная мазь, бальзам
sensual	чувственный, сладострастный
shadow	тень
shrill	пронзительно кричать, визжать
solely	единственно, только, исключительно
solicitor	поверенный
snarl	рычать, сердито ворчать
stock exchange	фондовая биржа
stretch from ... to v.+prep.	простираться от ... до
strike (struck)	ударять, бить
subtle	тонкий, нежный, неуловимый, утонченный
successive	последующий, следующий один за другим
supple	гибкий, уступчивый, лживый
sway	качаться
sweetpeas	душистый горошек
tackle	пытаться удержать, убедить
thump	биться
tomb	могила, надгробный памятник
treasure	сокровище
trim	аккуратный, опрятный
tub	кадка, бочонок, ящик
unique	уникальный
unobtrusive	скромный, ненавязчивый
utter	издавать звук
vanish	исчезать
villain	негодяй
violate	нарушать
wander	бродить, странствовать
whisper	шепот
wretched	жалкий, плохой, никудышный

UNIT 6

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1. SPEAKING PRACTICE

1. British Mealtimes

ESSENTIAL VOCABULARY

- meal – food that you eat at certain times of the day, for example when you get up, in the middle of the day, and in the evening, usually sitting down with other people;
- to have/eat a meal;
- main/substantial/big/heavy/decent/hearty/light meal;
- breakfast – the meal that you eat when you get up in the morning.

Meals eaten in the middle of the day

- lunch – the meal eaten in the middle of the day;
- dinner – a British word meaning the meal eaten in the middle of the day;
- midday meal – a British word meaning the meal eaten in the middle of the day, used especially when describing what happens in other countries.

Meals eaten in the evening

- dinner – the meal eaten in the evening, especially if it is a special occasion or there are guests;
- supper – a meal eaten in the evening at home with the family;
- tea – a British word meaning a meal eaten early in the evening;
- evening meal – a word meaning the meal eaten in the evening, used especially when describing what happens in other countries;
- dinner party – a formal evening meal in your home to which you invite several friends or guests;
- to have/take/eat smth. for breakfast/lunch/dinner/supper.

BRITISH MEALTIMES

Two things never fail to confuse foreigners when they come to Britain: cricket and British meals. However whereas the visitor can live without understanding cricket, it is almost impossible to survive without understanding British eating habits.

Over the centuries, the British have shown a tendency to name and re-name their meals and to move them about the day in an apparently random fashion. Further to confuse outsiders, the British give different names to each meal depending on social class and part of the country people live in.

Breakfast, which was once taken at 5 o'clock in the morning can now be at any time before 11.30. It has thus overtaken dinner. In Norman times – the 12th century – dinner was at 9 a.m.; by the 15th century it had moved to 11 a.m.; and today it can be eaten at any time between noon and 2.30 in the afternoon and is called lunch by a large proportion of the population, especially the middle and upper classes and people from southern Britain. Many farm labours, however, who start work at sunrise and have their breakfast before they go to work, still stop for a lunch break at about 9 o'clock.

In the 14th century, supper was at 4 o'clock – which is now called tea-time. But outside the south-east of England, working families have tea or high tea at about 6 in the evening while the rest of their fellow countrymen have dinner, which is often called supper, at about 7.30 p.m.

EXERCISES

[1] *Match the meals in the left-hand column with the mealtimes in the right-hand column.*

dinner	4–6 o'clock
supper	any time before 11.30
breakfast	between noon and 2.30 in the afternoon
tea	7.30 p.m.
lunch	

[2] *Speak about.*

1. Mealtimes in Britain and your country.
2. The dependence of mealtimes on social standing of people.
3. Mealtimes in your family.

2. Taking Meals in Britain and Traditional British Food

ESSENTIAL VOCABULARY

- | | |
|-----------|--|
| food | – what people eat in order to grow and stay alive; |
| fast food | – food that is prepared and served quickly to customers; |

junk food	– food that is not very healthy and is always prepared so that you can eat it immediately;
health(y) food	– special kind of food that people eat because they think it is good for their health;
dish	– food that is prepared in a particular style or combination; vegetarian/delicious dish;
to serve	– to place food on the table for a meal;
lunch/dinner, etc. is served;	
to be hungry	– to experience a feeling caused by a desire to eat;
to be thirsty	– to experience a feeling caused by a desire to drink;
snack	– a light meal;
to have a snack/a bite;	
hors-d'oeuvres/ appetizer/starter	– dishes of food served at the beginning of a meal;
salad	– cold dish of vegetables;
dressing	– mixture of oil, vinegar, etc. used as a sauce for salads and other dishes;
first/second/third/main course	– one of the several parts of a meal;
dessert	– course of fruit, etc. at the end of a meal.

ADDITIONAL VOCABULARY

Meat

bacon	– копченая свиная грудинка, бекон
rasher of bacon	– ломтик бекона
beef	– говядина
beef-steak	– бифштекс
chop	– отбивная
cut	– вырезка
cutlet	– отбивная котлета
ham	– ветчина
lamb	– мясо молодого барашка
liver	– печень
minced meat	– рубленое мясо; мясо, провернутое через мясорубку

mutton	– баранина
mutton/pork, etc. chop	
paté	– паштет
pork	– свинина
roast beef/pork, etc.	– ростбиф, жареная свинина
sausage	– колбаса
steak	– кусок мяса
stew/stewed meat	– тушенка, тушеное мясо
tongue	– язык
veal	– телятина
casserole	– рагу

Fowl

egg	– яйцо
fried/scrambled eggs	– яичница-глазунья/болтунья
hard-boiled/soft-boiled egg	– яйцо вкрутую/всмятку
omelet(te)	– омлет, яичница
chicken	– цыпленок
duck	– утка
goose (pl. – geese)	– гусь
poultry [ˈpəʊltri]	– домашняя птица
turkey	– индейка

Dairy produce

butter	– сливочное масло
sweet/salt/clarified butter	– сладкое/соленое/топленое масло
cheese	– сыр
cottage (soft, top) cheese/curd(s)	– творог
(sweet) cream	– сливки, крем
sour cream	– сметана
ice-cream	– мороженое

Fish and seafood

fresh/salted/smoked/dried fish	
caviar	– икра
cod	– треска
haddock	– пикша (разновидность трески)
herring	– сельдь

kipper	– копченая рыба (селедка)
lobster	– омар
mackerel	– скумбрия
mussel	– мидия
oyster	– устрица
perch	– окунь
plaice	– камбала
prawn	– креветка
salmon	– лосось, семга
sardine	– сардина
shrimp	– (мелкая) креветка
sole	– камбала, палтус
sturgeon	– осетрина
trout	– форель
tuna	– тунец
whiting	– хек

Vegetables

aubergine	– баклажан
bean	– боб
kidney/French bean	– фасоль
beetroot	– свекла
broccoli	– брокколи
Brussels sprout	– брюссельская капуста
cabbage	– капуста
carrot	– морковь
cauliflower	– цветная капуста
courgette	– молодой кабачок
cucumber	– огурец
garlic	– чеснок
horseradish	– хрен
leek	– лук-порей
lettuce	– салат
marrow	– кабачок
onion	– лук (репчатый)
spring onion	– зеленый лук
pea	– горох
potato	– картофель
fried/mashed/boiled/chipped potatoes	

radish	– редис
spinach	– шпинат
tomato	– помидор
turnip	– репа

Fruit and berries

apple	– яблоко
apricot	– абрикос
avocado (pear)	– авокадо
banana	– банан
cherry	– вишня, черешня
grape(s)	– виноград
lemon	– лимон
lime	– лайм
melon	– дыня
orange	– апельсин
peach	– персик
pear	– груша
pineapple	– ананас
plum	– слива
prune	– чернослив
tangerine	– мандарин
water-melon	– арбуз
blackberry	– ежевика
cranberry	– клюква
currant	– смородина
gooseberry	– крыжовник
raspberry	– малина
strawberry	– клубника, земляника

Bakery goods

bread	
brown bread	– хлеб из непросеянной муки
wholemeal bread	– хлеб из муки грубого помола
bun	– булочка
roll	– булочка
cheese/ham roll	
rusk	– сухарь

Confectionary and pastry

confectionary	– кондитерские изделия
Danish pastry	– пирожное по-датски (с открытой начинкой из фруктов или орехов)
biscuit	– сухое печенье
sandwich biscuit	– печенье с начинкой
cake	– торт, пирожное, кекс
chocolate; chocolates	– шоколад; шоколадные конфеты
custard	– заварной крем
gateau (<i>pl.</i> gateaux)	– торт
jam	– джем, варенье
jelly	– желе
candied fruit jelly	– мармелад
marmalade	– джем-конфитюр; повидло
muffin	– сдобная булочка
pancake	– блин
pie	– пирог, пирожок
pudding	– пудинг, запеканка
rum baba	– ромовая баба
sponge	– бисквит
sweet(s)	– леденец, конфета; сладкое блюдо, сладости
tart	– пирог (с открытой начинкой из фруктов, ягод или варенья)
apple/cherry/plum/jam/strawberry, etc. tart	
dough	– дрожжевое тесто
doughnut	– пончик, жареный пирожок
pastry	– слоеное, песочное тесто
batter	– жидкое тесто; тесто для блинов

Grocery

cereal	– зерновые; крупа
breakfast cereal	– хлопья к завтраку
buckwheat	– гречневая крупа
rice	– рис
semolina	– манная крупа
porridge	– овсяная каша
pasta	– макаронные изделия

macaroni	– макароны
spaghetti	– спагетти
noodles	– лапша, вермишель
flour	– мука
meal	– мука грубого помола
potato starch	– крахмал
oatmeal	– овсяная мука
flakes	– хлопья
corn flakes	– кукурузные хлопья
sugar	– сахар
lumb/cube/granulated sugar	– кусковой/пиленный/сахарный песок

Spices

dill	– укроп
chilli	– красный стручковый перец
cinnamon	– корица
clove	– гвоздика
ginger	– имбирь
herbs	– зелень; пряные, ароматические травы
mint	– мята
mustard	– горчица
parsley	– петрушка
pepper	– перец
salt	– соль
vinegar	– уксус

Drinks

juice	– сок
fruit/lemon/lime/apple/ tomato, etc. juice	
lemonade	– лимонад
mineral water	– минеральная вода
spring water	– родниковая вода
brandy	– бренди, коньяк
champagne	– шампанское
cognac	– коньяк
beer	– пиво
stout/bitter/larger beer	

liqueur	– ликер
punch	– пунш
rum	– ром
whiskey	– виски
wine	– вино
table/dry/sweet/port, etc. wine	
cocktail	– коктейль
tea	– чай
cocoa	– какао
coffee	– кофе

Cooking food

to bake	– печь, выпекать
to boil	– кипятить, варить
to dice	– резать кубиками
to fry	– жарить
to grill	– жарить на рашпере, печь
to mince	– пропускать через мясорубку, рубить
to roast	– жарить, печь, запекать
to peel	– очистить от кожуры
to salt	– солить
to slice	– нарезать ломтиками
to smell	– нюхать
to smoke	– коптить
to steam	– готовить, варить на пару
to stew	– тушить
to stain	– подкрашивать
to taste	– пробовать на вкус, дегустировать
to taste aromatic, etc.	

Flavours and tastes

bitter	– горький
bland	– пресный
delicious/tasty/gorgeous	– вкусный
disgusting	– отвратительный
fresh	– свежий
hot / spicy	– острый
mild	– мягкий

nutty	– ореховый
rich	– насыщенный
salty	– соленый
savoury	– несладкий
sharp	– острый, резкий
sickly	– переслащенный
sour / acidic	– кислый
strong	– крепкий
sugary / sweet	– сладкий
tasteless	– безвкусный

Quality of food

well-done	– cooked thoroughly
over-cooked/overdone	– cooked for too long
under-cooked/underdone	– cooked for less time than necessary
greasy (= too much oil/fat)	
stodgy (= heavy/ hard to digest)	
more-ish (<i>informal</i>) (= you want to eat more)	

TAKING MEALS IN BRITAIN AND TRADITIONAL BRITISH FOOD

Every country has its own eating habits. The Englishman is used to certain foods and apparently never gets tired of them. His eager consumption of vegetables five days out of seven throughout the winter seems admirable to the foreigner.

The English on the whole show little originality and less diversity in their cooking, their table service is adequate but not inspiring and they suspect innovations – simply because of their English character.

The legendary English breakfast is a hearty meal and the perfect start to a hard working day. Visitors to Britain often think that breakfast is the best meal of the day. This favourite meal consists of bacon, eggs, tomato, fried bread and a variety of sausages. It is usually finished off with slices of toast spread with orange marmalade and a cup of tea, served with milk or lemon. However, there is a lot of fat in this kind of breakfast and today many people eat a healthier one. They prefer to start their day with muesli or bran with nuts and raisins, honey and yoghurt and fruit juice. Such a breakfast is healthier because muesli and fruit juice contain less fat and more fibre. Fibre is present in plants. You don't digest it but it is useful because it helps food to go faster through your body.

At lunch-time lots of people find it impossible to get home to eat something so they go to a café or restaurant. Lunch consists on weekdays, for example, of stew, fried fish, chops, liver, or sausages, and some kind of vegetables, usually carrots, cabbage, cauliflower or peas, and potatoes; rice and macaroni are seldom served. Vegetables such as carrots, peas, and cabbage are cooked for long periods in lots of water, then stained and served. They are not seasoned with sweet-sour sauces or with herbs. The sweet, sometimes called dessert, may consist of fruit or custard or the famous homely pudding and fine British cheeses with biscuits. Those who are at home generally take cold meat with salad, fish or roast meat and vegetables. Then they have sweets, biscuits or cold fruit salad.

Afternoon tea (which is usually taken at 4 or 5 p.m.) is another treat, when the British genius for cakes and their fondness for tea-drinking come together. It is a very light and the most informal meal of the day. If you are a friend of the family you may drop in for tea without an invitation. Very often it is not served at a table. Instead of sitting round the table you have tea brought to you, and you balance a cup on your knee or in your hand as you take thin buttered bread, pastries, cake or biscuits.

Dinner is usually at 7 o'clock. It is the most substantial meal of the day and is a very formal one. Many people even wear special clothes for dinner. Sunday dinner is a special occasion, a roast joint of meat (usually beef or lamb) served with appropriate accompaniments (mint sauce or red current jelly for lamb, mustard or horseradish sauce for beef) is the centerpiece of the meal. Yorkshire pudding, a savoury batter baked in the oven, is the traditional accompaniment to roast beef along with roast potatoes and a meat gravy. The English occasionally like to drink water or beer with their meal, but it is only in the expensive restaurants or among upper class people that spirits are taken with the meal. Spirits are generally too expensive for the normal household, except at Christmas time.

It must not be imagined that all English people eat like this. Not 10% of them do so. In a great many English homes the midday meal is the chief one of the day while in the evening they have a much simpler supper – an omelette, or sausages, sometimes bacon and eggs, or whatever they can afford.

ILLUSTRATIVE DIALOGUES

[1] *Pamela and Michael Simpsons are having breakfast at home.*

- Mother: Michael, why aren't you eating your cereals?
Michael: You know, mum, I hate cereals. Why can't I have a hamburger?
Mother: Don't be so choosy and eat it up. You don't know what is good for you.
Michael: Oh, yes, I do! Hot dogs and burgers are really good for me!
Pamela: But I'd like to have something sweet: a chocolate pudding or a cherry tart!
Mother: All right... tomorrow I'll surprise you! But today... there's nothing else coming.

[2] *Peter Bennett is having dinner at his parents'.*

- Peter: I say, mum, I'm so hungry I could eat a horse. I haven't had a thing all day. I could do with a snack.
His mother: Why, you are just in time for dinner.
Peter: No soup for me. I'd rather have beef steak.
Mother: Are you quite sure you wouldn't like some soup? It tastes all right.
Peter: I think there's nothing like steak and chipped potatoes you cook. I'll go and wash my hands.
Mother: How's the steak?

Peter: Oh, it's done to a turn, just to my liking. May I have another helping of chips?

Mother: Yes, certainly. Hand me your plate and help yourself to the salad.

Peter: Oh, it's delicious.

Mother: What will you have, tea or coffee?

Peter: I'll take a cup of tea and something sweet.

Mother: I've prepared your favourite lemon tart.

Peter: Thank you, mum. I've had a most tasty meal, indeed.

EXERCISES

[1] *Make up five groups of six words associated in meaning or area of usage.*

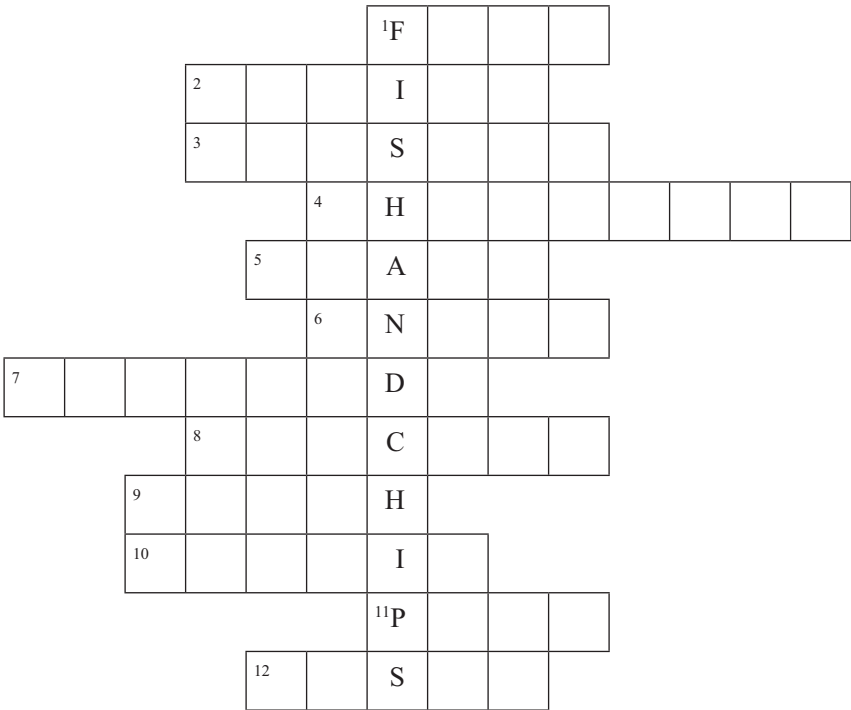
cauliflower	ham	sole	pastries	beef
pear	custard	pudding	veal	haddock
salmon	apricot	peas	cabbage	steak
tangerine	muffin	biscuit	currant	trout
cucumber	lamb	radish	pineapple	sturgeon
aubergine	plaice	chicken	asparagus	spinach

[2] *What do we call the **meat** of these animals?*

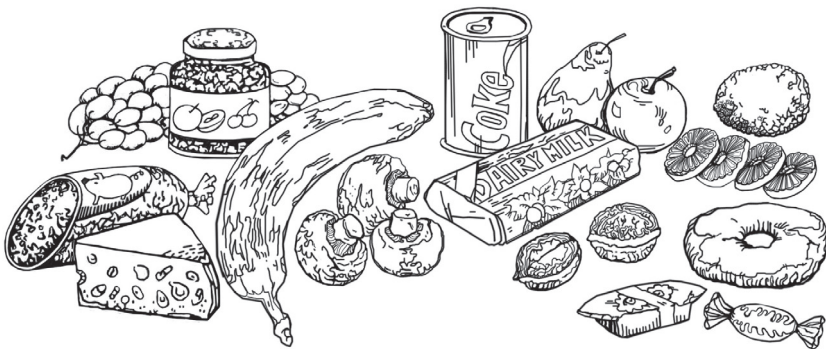
cow	calf	sheep (two words)	pig (three words)
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[3] *Fill in the following crossword.*

1. A bird that can be eaten as food, such as a duck or a chicken.
2. The salted eggs of a fish called sturgeon.
3. Minced meat which is mixed with other ingredients and put into a tube of thin skin.
4. Sweet hard food made from cocoa beans.
5. A small shellfish, similar to a shrimp, which can be eaten.
6. This vegetable makes you cry!
7. A sweet fizzy drink that is made from lemons, sugar and water.
8. A small flat crisp cake of many kinds, sweetened and unsweetened.
9. A soft, round juicy fruit with sweet yellow flesh and pinky-orange skin.
10. An onion-like plant with very strong smell and taste.
11. Meat from a pig, usually fresh not smoked or salted.
12. Spaghetti, macaroni, and noodles are this.



[4] *Think of a kind of meat, fruit or vegetable. See if your partner can guess what it is. See how many questions it takes.*



[5] *How would you describe the taste of:*

- honey?
- sea water?
- strong black coffee with no sugar?
- a lemon?
- an unripe apple?
- strawberries?
- a cup of tea with six spoonfuls of sugar?
- Indian curry?
- a raw peach?

[6] *Find facts to illustrate the following:*

1. The English are conservative in cooking food and taking meals.
2. With most Englishmen breakfast is usually a substantial meal.
3. For working people midday meal is the most substantial meal of the day.
4. Traditional English tea is generally an informal meal.
5. As a rule a Sunday dinner is a special occasion for the British.

[7] *Complete the sentences:*

1. There is nothing the English like better than their favourite breakfast of
2. Those who eat their lunch at home generally take
3. In the afternoon the English usually have
4. Among sweets the English would prefer

Make up analogous sentences describing some traditions concerning taking meals in your country. Ask your friends to complete the sentences.

[8] *Make a questionnaire about something you eat in your country.*

Example:

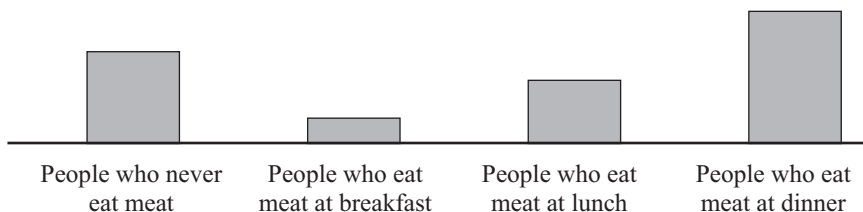
		1	2	3	4	...
1. Do you like meat?	Yes	✓			✓	
	No		✓	✓		
2. When do you usually eat meat?						
	at breakfast					
	at lunch	✓				
	at dinner	✓			✓	
3. ...						
4. ...						

Find out:

- whether they like the food.
- when they eat it.
- how much they normally eat.
- how they eat the food (alone?, with vegetables?, with rice?, etc.).

Use your questionnaire and carry out a class survey.

Make a graph like this:



[9] *Here is a recipe for Irish stew which appeared in a cookbook "Oilless Cooking."*

You will need

500 gramms mutton, cut into serving portions

1 large onion, minced

1-inch piece ginger, minced

4 green chillies, minced

1 stick cinnamon

4 cloves

100 gramms tomatoes, sliced

2 potatoes, peeled and diced

2 carrots, peeled and diced

200 gramms peas

1 rasher of bacon, chopped (optional)

4 tbsps cream of meal

few sliced mint leaves

salt and pepper to taste

Look at the four stages for the recipe. Can you number them in the correct order? Check with the answers on p. 270.

1. Mix in the cream and serve hot.
2. Add 1 cup water and cook till the meat is almost done.

3. Put all the ingredients with the exception of cream and vegetables into a pan.
4. Put in the vegetables and continue cooking till the mutton and vegetables are both cooked.

Write a recipe for a simple dish that is popular in your country.

[10] *Answer the following questions.*

1. Which food do you think British children like best?
2. Which food would children in your country like best?
3. What does a typical Russian meal consist of?
 - a) What ingredients and flavourings are commonly used?
 - b) How is food commonly prepared?
 - c) When is food eaten? When is the main meal of the day?
 - d) Who is food eaten with?
4. If you met a foreigner who was coming to your country for the first time, what local dishes would you recommend?
5. What food and drink is good for you? What things are bad for you?
6. How similar are your tastes to other people's?
7. What would you cook from the fridge or store cupboard for an unexpected guest?
8. What do you usually have for breakfast/lunch/dinner?
9. What similarities and differences are there between food in Britain and in your country?

[11] *Speak about.*

1. Traditional British food.
2. Traditional food in your country/family.
3. Usual holiday lunch/dinner in your country/family?
4. Your favourite dish.
5. National dishes.
6. What similarities and differences are there between food in Britain and in your country?
7. The meaning of the saying "Tastes differ" with reference to meals and food.

[12] *Discuss with your friend an evening party you are going to arrange on your birthday.*

3. Eating Out

ESSENTIAL VOCABULARY

Places for eating out

restaurant	– place where meals can be bought and eaten;
café	– small restaurant where light meals and drinks (in Britain only non-alcoholic drinks) are served;
cafeteria	– restaurant usually found in buildings such as hospitals, colleges and hotels where you choose food from a counter and carry it to your table yourself after paying for it;
coffee bar	– place where light meals, sweets, non-alcoholic drinks are served;
snack bar	– public eating place that serves snacks;
pub (public house)	– place where alcohol is served during fixed hours;
fish and chip shop	– shop which sells hot food such as fish and chips, fried chicken, sausages, and meat pie;
fast food restaurant	– restaurant where you can order hot food which is served quickly after you order it;
self-service restaurant	– restaurant where you serve yourself rather than being served by another person.

People attending to customers

waiter/waitress	– a man/a woman who works in a restaurant, serving people with food and drink;
head waiter; manager	– a man who controls a restaurant;
bartender/barman	– a man who serves drink behind a bar.

Making orders and paying the bill

to book a table	– to arrange to have a table in a restaurant at a particular time;
menu (card)/bill of fare	– a list of courses or dishes that are available in a restaurant;
to give an order;	

to order first/next/last course;

à la carte – each dish has its own separate price;

à la carte menu – a menu in a restaurant that offers you a selection of individually priced dishes for each course;

set-price menu;

speciality of the house/ restaurant – particular product;

bill – a piece of paper on which the price of the meal you have just eaten is written and which you are given before you pay;

split (separate) / joint bill – to say that you would like to pay the bill;

to ask for the bill;

to tip the waiter – to give a gift of money for services (usually 10%).

Asking for orders

Have you booked a table, sir/madam?

Would you follow me, please.

Would you like to order now, sir/madam?

What would you like to start with/to follow/to drink?

Can/may I take your order, sir/madam?

Have you decided on/chosen something, sir/madam?

Are you ready to order, sir/madam?

And the main course, sir/madam?

I can recommend (the steak).

What would you like with ...?

Would you like to see the wine list?

We have a very good French/red wine.

Anything to follow?

What would you like afterwards?

I'm afraid we haven't got it.

The (apple pie) is very good.

Thank you, sir/madam.

Possible replies

I think I'll have ..., please.

I'd like to try ...
... for me and ... for (my wife), please.
I'll have the same.
I'll just take ...
What's the (steak) like here?
I'm not sure./I can't decide./What do you recommend?
Can I order that later?
I'm off alcohol.
We'd like a bottle of ...
I'd like some ... if you have any.
That would be nice/sounds nice.
No, thanks. I'd prefer ...
Could I have the bill, please.

EATING OUT

The French know what to eat and the English know how to eat: Britain has never had a great reputation for food. Until the last few years eating out was a hobby only for the very rich or for businessmen when their firm was paying. In the last few years, more and more restaurants have opened in England, and not only English and French but also Chinese, Indian, Italian, American and Mexican, African and Caribbean, Southeast Asian and Japanese. More and more families eat out, not only to celebrate a birthday or anniversary but just for a change. Food is improving but the style is becoming more and more informal.

The sheer variety of eating and drinking places in Britain is overwhelming. There are elegant high-class restaurants, cheap and cheerful cafés, friendly pubs, and fish and chip shops. There is something for every taste, pocket and occasion. Apart from these, there are quite a few take-aways, where you can buy cooked meals to take home.

A special British institution is fish and chips shops. The smell of fish and chips will often greet you as you wander around the city, and this classical British meal is best eaten in the open air, direct from its paper wrapping. Most fish and chips shops close before 11 p.m., staying open late enough to serve people as they come out of cinemas, which usually finish around 10.15 p.m. Snack bars and expresso coffee bars have great success among young people below the age for going to pubs.

Britain is famous for pubs which serve tasty meals, ranging from simple snacks to popular ethnic dishes. The word 'pub' itself is an abbreviation of

‘public house’, which sounds dull and uninspiring. Originally a stopping place for travellers, it was then called an inn or tavern and was one of the few places where a traveller could get food, warmth, shelter, and of course a drink. Even in those far-off days the inn was often the centre of community life in an area, and it was there that gossip and news was exchanged, and the latest political developments discussed.

Pubs are everywhere in England. A small town of, say, 50,000 inhabitants will have between 50 to 100 pubs, each with its own character. Many English pubs have names which show their former use: “The Traveller’s Rest” or “The Coach and Horses.” Any self-respecting pub has a sign outside it with a funny painting depicting the name. The hours during which English pubs are allowed to open are strictly controlled by the law. Times vary in different parts of the country. Beer, wine and spirits, as well as non-alcoholic drinks like lemonade can be bought at a pub, but it is rare to find one that sells coffee and tea. Usually the only food available is sandwiches and meat pies. It is normal to buy one’s own drinks at the bar, and the barman is not tipped unless he brings drinks to the table. Each order is paid for separately, and not at the end of the evening.

In every English pub there is a dart-board, and on most evenings you will find a game of darts being played. Comfort is essential in the pub, for here people do not drop in for a quick drink and then go; they tend generally to “make an evening of it” and stand or sit, glass in hand, talking to friends or strangers, until closing time, when, with a cry of “Time, gentlemen, please!” the landlord ceases to serve further drinks.

ILLUSTRATIVE DIALOGUES

[1] *David Bennet is booking a table in advance.*

Miss Smith: Hello. The Avenue Restaurant. Can I help you?

David Bennett: I’d like to book a table for tonight.

Miss Smith: Yes, sir. What time?

David Bennett: Seven o’clock.

Miss Smith: Certainly, sir. For how many people?

David Bennett: There are two of us: my wife and me. We are your regular customers.

Miss Smith: What’s your name please, sir?

David Bennett: David Bennett.

Miss Smith: Mr. Bennett... of course. We would be very glad to have you in our restaurant tonight.

[2] *The Bennetts are at the Avenue Restaurant.*

- Waiter: Good evening, sir... madam. Shall I take your coats?
- David Bennett: Thank you. Where shall we sit, Susan?
- Waiter: Oh, would you like to sit over here, sir? Near the window.
- David Bennett: Ah, yes... Could we see the menu?
- Waiter: Certainly. Here it is.
- David Bennett: Do you fancy a starter?
- Susan Bennett: Mmm... I think I'll have the prawn cocktail. I'm very fond of prawns. What about you?
- David Bennett: I'm not sure... I can't decide.
- Susan Bennett: Oh, I'd have the trout, if I were you. You always say that you like trout, and you haven't had it for a long time.
- Waiter: Are you ready to order, sir?
- David Bennett: Yes... a prawn cocktail for my wife, and the trout for me.
- Waiter: And the main course, sir?
- David Bennett: Veal for my wife... I can't decide between the veal and the chicken. What do you recommend?
- Waiter: Oh, I'd recommend the veal. It's the speciality of the house.
- Waiter: What would you like with the veal?
- David Bennett: Two mixed salads, please.
- Waiter: ...any vegetables, sir?
- David Bennett: Yes, some roast tomatoes and rosemary, please.
- Waiter: Anything to follow?
- David Bennett: Can we order that later?
- Waiter: Of course, sir.
- Waiter: Would you like to see the wine list?
- David Bennett: Yes... we'd like a bottle of dry white wine.
- Waiter: May I suggest something?
- David Bennett: Of course.
- Waiter: Why don't you try a bottle of English wine?
- David Bennett: English wine?
- Waiter: Yes, it isn't very well known, but it's being produced in the south of England now. You'll be surprised... it's very good.

[3] *Greg Simpson and Joan Simpson are at Plummers.*

- Waiter: Good evening. Would you like to order now? I can recommend the pork and apple casserole. It's very good.
- Greg: No, I'm afraid, I don't like pork. Let me see... What else have you got on your menu. You order first, Joan.
- Joan: All right. I'll have roast beef. But I don't want any potatoes. I'm on a diet.

Greg: I think I'd like some fish. Yes, some tuna.
 Waiter: Er... I'm afraid we haven't got tuna this evening, sir. The pork casserole is really very good indeed, sir.
 Greg: No. If I can't take any sole, I'd like some smoked salmon.
 Waiter: I'm terribly sorry, sir, but I'm afraid we... er...
 Greg: You mean you haven't got any salmon, either!
 Waiter: No, sir.
 Greg: Well then... I'll have a cut of lamb with some cabbage and roast potatoes.
 Waiter: What would you like afterwards?
 Joan: No sweet, just coffee.
 Greg: I think an orange cheese-cake and a cup of tea would be nice.

[4] *Greg is paying the bill.*

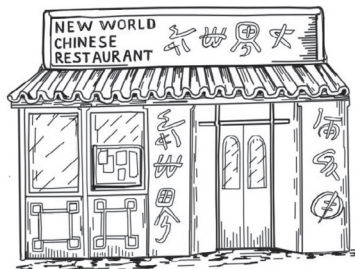
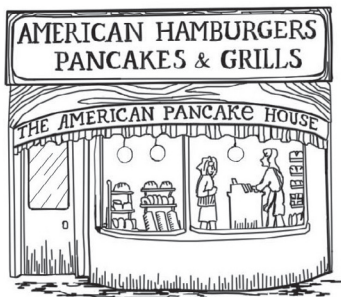
Greg: Waiter, our bill, please.
 Waiter: Yes, sir. Would you like separate bills?
 Greg: No, one bill will do.
 Waiter: Here you are, sir, 46 pounds and 80 pence, please.
 Greg: Here's 50 pounds. You may keep the change.
 Waiter: Thank you.

EXERCISES

[1] *Answer the following questions.*

1. What restaurants are there in your town?
2. Do you ever eat out? Where? Why?
3. What do you look for in a good restaurant? Food? Atmosphere? Service? Entertainment?

[2] *What sort of food would you get in each of these restaurants?*



[3] Sort the dishes out under the headings **starters, main courses or desserts.**

lamb casserole	mussel soup
grilled lobster with herbs	ice-cream
cod in batter with peas	fresh fruit salad
bread and butter pudding	stuffed courgettes
ox tongue	coffee gateau
turnip and brown bread soup	rump steak
dark and white chocolate truffle cake	prawn cocktail

[4] *Imagine you are in a restaurant discussing the menu with a waiter. Make up a dialogue according to the model. Make use of the suggested words below.*

Model:

- Waiter: Here is the menu. What would you like for the main course, sir?
You: I think I'll have tomato juice with roast duck.
Waiter: Thank you, sir. And what to follow? Perhaps, rice pudding or fruit salad?
You: I'd rather have some apple tart and an ice-cream. We'll decide that after the main course.
Waiter: Very good, sir.

(clear soup, thick soup, smoked salmon, cherry juice, kidney pie, roast beef, roast lamb, Yorkshire pudding, omelette, chicken, pork, trout, cutlet, lemon tart, coffee, etc.)

[5] *Complete the following dialogues:*

1. Waiter: Can I have your order?
You:
Waiter: What would you like for the main course?
You:
2. You: Waiter, our bill, please.
Waiter:
You: No, joint bill will do.
Waiter: Here you are, sir. 50 pounds, 90 pence, please.
You:
Waiter: Thank you, sir.
3. You: Waiter! I'd like the menu, please.
Waiter:
You: Thanks. I'd like

- Waiter: Oh, I'm sorry. There's no fish today.
 You:
 Waiter: No, I'm sorry.
 You: Oh, well then, I think I'd like
 Waiter: Rare, medium, or well-done?
 You:
 Waiter:
 You: I'd like some potatoes, some peas, and a salad, please.
 Waiter: Certainly, sir. Would you like something to drink?
 You: Yes, uh... there's no fish, so... I think I'd like
4. Waiter: Have you chosen something, sir?
 You: Yes,
 Waiter: What would you like afterwards?
 You:
 5. Waiter:
 You: I'd like to try the steak, please.
 Waiter:
 You: Strawberries and cream would be nice.

[6] *Make up dialogues between a waiter and a customer using the menu.*

MENU

Soup

Mushroom/Tomato/Vegetable	25p
Roll and Butter	10p

Hors-d'oeuvres

Grapefruit cocktail	30p
Prawn cocktail	80p
Tomato juice	15p

Main Dishes

Hot Dishes

Roast beef and Yorkshire pudding	£1.50p
Steak and Kidney pie	£1.40p
Pork Chop	£1.25p
Roast Chicken	£1.35p
Grilled Plaice	£1.40p

Prices include vegetables:

choice of cabbage, peas or carrots with

Roast, New or French Fried potatoes.

Cold Dishes

Veal, Ham and Egg Pie 90p

Scotch salmon Salad £1.60p

Potato Salad or New potatoes are included in the above prices.

Sweets

Fresh Fruit Salad 35p

Gateaux 35p

Apple Pie and Custard 25p

Ice-cream 20p

Cheese

Cheese board (per person) 45p

Tea 15p

Coffee 20p

Service 13% VAT* included

(*VAT = value-added tax)



[7] *Have a look at this cartoon. Make up a story.*

[8] *Make up dialogues for the following situations.*

1. You have just finished a meal in a café. Neither the service nor the food has been very good. When the waiter brings the bill you find there is a mistake in it. Complain and ask for a new bill.
2. You're in England. You're going to buy a hamburger. When you see the person in front of you in the queue getting lots of different 'things' on his hamburger, you order yours with all the extras!

[9] *Describe one of your visits to a restaurant using the following plan.*

1. Making order.
2. Taking the meals chosen (starter, the main course, drinks, etc.).
3. Paying the bill.

4. Table Manners and Table Talk

ESSENTIAL VOCABULARY

Offering food

Would you care for ... / Would you like ...

How about a cup of ... /some more .../a second helping of ...?

Help yourself to (chicken/vegetables, etc.)

Do you take ...? / Will you have ...?

Do you have tea or coffee?

How much sugar (do you take)? / How many sugars? / How many lumps of sugar?

Can I give you a little more (bacon)?

Insisting on the guest's having food

Can I tempt you?

Surely you can manage it.

Please do. You've hardly eaten anything.

Just take it to please me.

Possible replies

Yes, please.

Only if you're having one.

I'd rather have a cup of coffee/some whisky, if you don't mind.

Yes, I'd love one/some.

Well, just a very little, please.

Well, maybe I could manage a very small piece.

OK, but only a small piece or I shan't have room for (pudding).

Only if it's not too much trouble.

No, thanks.

No, I'd rather not, thank you.

No, really, thank you. I just could not eat any more. I've had much already.

Oh, no, thanks... no more for me.

It's delicious, but I don't think I ought to.

Commenting on food

It's lovely/very nice/excellent/delicious/tasty/gorgeous/superb/just to my liking.

Requests at table

Could you pass me the salt/the pepper?

May I trouble you for the salt/pepper, please?

Possible replies

Certainly.

Here you are.

TABLE MANNERS AND TABLE TALK

One definition of manners is "behaviour which is calculated to put other people at their ease." The details vary from country to country, but the essential aim is usually to avoid eating in a way which is unpleasant to watch and to look after other people's needs as well as your own. To let anyone see what you have in your mouth is offensive, so is to make noises and to make a mess is disgusting. On the other hand there are a number of things in table etiquette that are merely unreasonable and ridiculous.

Fingers or forks? All juicy or soft fruit or cake is best eaten with a fork. If you are able to eat a peach or ripe pear with your fingers and not to smear your face, let the juice run down, or make sucking noises, you are one in a hundred who may continue to do so. But if you cannot eat something – no matter what it is – without getting it all over your fingers, you must use a fork, and when necessary, a spoon or knife also. In France, at one time, socially selective mothers would test prospective sons-in-law by serving raw peaches

at dinner. Anyone who failed to eat one gracefully – and with a knife and a fork – was unlikely to be accepted.

In Britain, when eating with friends, it's normal to clear your plate to show you've enjoyed the meal. In some countries, if you did this, your host would have to keep refilling your plate until you left some food. Be guided by the behaviour of your host and hostess. Do as they do, not as you would do at home – unless their manners are so dreadful that you can't go quite that far. It is far better manners to drink cola from a can, when the host is serving it that way, than to make everyone feel uncomfortable by asking for a glass.

Elbows are never put on the table while one is eating. Don't encircle a plate with the left arm while eating with the right hand. Don't push back your plate when finished. It remains exactly where it is until whoever is waiting on you removes it. Don't lean back and announce "I'm through." The fact that you have put your fork or spoon down shows that you have finished. When you are offered something you should say, "Yes, please," if you want to accept and "No, thank you," if you want to refuse. The hostess won't understand you if you say just "Thank you."

Don't ever put liquid into your mouth if it is already filled with food. Don't talk with your mouth full.

During the conversation you should speak with the person on your right or left, but you should not try to talk to someone who is a long way from you. Never stretch over the table for something you want, ask your neighbour to pass it, saying "Could you pass me the salt?" or "Would you mind passing the salt, please?" Never spoil your neighbour's appetite by criticizing what you just happen to be eating. When you are being served, don't pick. One piece is as good as the next. And don't forget to say "Thank you" for every favour or kindness, of course.

Mind that the English do not wish each other "good appetite."

ILLUSTRATIVE DIALOGUES

[1] *Barbara Simpson is offering a cup of tea to a colleague of hers.*

Barbara: What about a drop of tea?

Jane: I'd love a cup, thank you.

Barbara: Do you take milk or sugar?

Jane: Not too much milk and just half a spoonful, please.

Barbara: Are you afraid of putting on weight?

Jane: Well, one has to be careful.

[2] *Greg and Joan Simpsons are having some guests around.*

Joan: Here we are... dinner's ready. Now we may sit down.

Dave: Everything looks wonderful and smells delicious, too.

Joan: I'll put the salad in the middle of the table. Shall I serve you?

Julia: No, it's all right. We can help ourselves.

Joan: Greg, could you pour the wine. Julia, help yourself to the vegetables.

Greg: Would you like some more brandy, Dave?

Dave: Oh, no, thanks ... no more for me. I'm driving tonight.

Greg: Oh, come on ... just a small one.

Dave: No, really ... I mustn't. Joan, will you pass me the salt, please?

Joan: Certainly, here you are.

Dave: Thank you very much.

EXERCISES

[1] *Discuss the following points.*

1. Are any of the "rules" mentioned in the text the same in your country? Which ones?
2. Are any of these rules completely different in your country? Which ones?
3. Which of the rules seems sensible? Which seems ridiculous?
4. Do you think rules like these are completely outdated, or do they serve any purpose?
5. Can you think of one or two points of advice about table manners in your country which you could give to a visitor from Britain?

[2] *Develop the following situation.*

Little Bob was going to a birthday party. His mother told him that he must not forget his table manners. Say what Bob's mother told him like this:
Mother told Bob that he mustn't put his elbows on the table...

[3] *Reply immediately to the following.*

1. Another piece of meat pie?
2. Can't I tempt you?
3. Help yourself.
4. Just take it to please me.
5. Oh, no, thanks... no more for me.
6. Would you care for a cup of coffee?

[4] *Read the dialogue and make up dialogues of your own using the given words.*

– John, will you pass the salt, please?

– Certainly.

– Thank you very much.

– And the pepper?

– No, thanks.

(sugar, bread, vinegar, pepper, milk, butter, oil)

[5] *Offer your guest:*

1. A cup of coffee.

2. Another helping of bacon salad.

3. Some more vegetable casserole.

4. A little chocolate cake.

Insist on your guest's having:

1. A piece of meat pie.

2. A second helping of turkey.

3. Some more wine.

4. A little lemon tart.

Ask your neighbour to pass you:

1. The mustard.

2. The salad.

3. The bread.

4. The vinegar.

Ask your friend to respond.

[6] *Make up a talk between the hostess and the guests invited to lunch. The talk should consist of three parts:*

1. The guests are introduced to each other after the greetings.

2. The hostess treats them to what she has cooked and they either accept her offers or turn them down.

3. The parting with the hostess and each other.

4. Father, mother and their ten-year-old son at breakfast.

II. ROLE PLAY

At a Restaurant

SITUATIONS

1. Some of the students are people at a restaurant. The people are in groups of two or three. Each student is given a role card. The rest of the class are waiters.

2. The groups come into the restaurant and sit down at, or are directed to, a table by a waiter. They are given a menu and work out what they are going to have. When they have decided, they call the waiter over and give him/her their order. When they have finished their meal, they pay the bill and leave.

CHARACTERS

Roy Hendry and Judy Bennett;
Frank Simpson, Lynn Gay and Paul Martin;
Peter Bennett, Ray Grant and Patrick Lee;
Samuel Simpson and Laura Simpson.

ANNA'S PLACE RESTAURANT

Fully licensed

Open 12.15–2.15 p.m.

7.30–10.30 p.m. Tue-Sat

Dinner

Appetizers

Fruit Juice	£0–80
Tomato Soup	£1
Grapefruit Cocktail	£1–90

Main Courses

Mixed Grill	£5–60
Chicken Salad	£3–80
Fillet Steak	£7
Rump Steak	£6–40
T-Bone Steak	£7–90
Lamb Fillet	£5–60
Roast Lamb	£6–10
Marinated Fish	£6–80
Roast Beef Salad	£4

Vegetables

Asparagus	£2–30
Mushrooms	£1–20
Peas	£0–80
New Potatoes	£0–90
Cabbage	£0–60
Grilled Fish	£5–25

Cheese Salad	£3
Spanish Omelette	£3
Cheese Omelette	£2–60

Desserts

Banana Split	£1–40
Ice-cream	£1
Apple Pie	£1–40
Rum Baba	£1–40
Strawberry and Cream	£2–40
Pudding	£3–70
Iced Melon	£1–50
Prawn Cocktail	£1–80
Coffee	£0–50
Selected wines from	£8 a bottle
Champagne from	£20 a bottle

ROLE CARDS

1. Roy Hendry (25 years old)

You have invited Judy Bennett out for a meal. You met her recently at a party, but this is the first time you have ever taken her out. You want to make a good impression but cannot afford to spend more than £25 altogether. (But you don't want to tell her this!) You haven't booked a table.

2. Judy Bennett (18 years old)

You have been invited out for a meal by Roy Hendry, who you met recently at a party. You are not used to going out to restaurants. You are never really sure what to order. (But you don't want Roy to know about this!) You love lamb and champagne.

3. Frank Simpson (50 years old)

You have invited two of your old school friends, Lynn Gay and Paul Martin out for a meal. It's going to be a reunion party as you haven't seen your friends for a long time. You want to look back at the time when you were young, carefree and full of lofty dreams. You want your friends to eat and drink well, but you can't spend more than £80. You have booked a table for three.

4. Lynn Gay (50 years old)

You have been invited by your old school friend, Frank Simpson, out for a meal. It's going to be an exciting evening but you can't afford to spend

much and you don't want Frank to foot the bill. You deliberately choose the cheapest items on the menu.

5. Paul Martin (48 years old)

You have been invited out for a meal by your old school friend, Frank Simpson. You haven't seen each other for ages but you know Frank is doing well. You think it's rather a rare chance to have a good time in the company of your old friends. You intend to eat and drink as much as you can and you don't mind if Frank pays for you.

6. Peter Bennett (20 years old)

You have arranged a small stag party with your classmates, Ray Grant and Patrick Lee. You are all going to pay for the meal yourselves, but you are going to share the cost of anything you drink. You don't want to spend more than £10 as you are saving up for a birthday present for your wife, Jane. You have booked a table for three.

7. Ray Grant (18 years old)

A classmate of yours, Peter Bennett, has arranged a small stag party at a restaurant. You have arranged to pay for the meal yourselves but you are going to share the cost of anything you drink. You have just had your grant, so you don't mind how much you spend. You think the occasion calls for a bottle of champagne.

8. Patrick Lee (19 years old)

Peter Bennett, your classmate, has arranged a small stag party at a restaurant. You have agreed to pay for the meal yourselves but you are going to share the cost of anything to drink. You are saving to get married (it's a secret!), so you cannot afford to spend more than £8. Also, you don't want to drink because you are driving home.

9. Samuel Simpson (75 years old)

It is your wedding anniversary and you have decided to take your wife, Laura, out for a meal as a celebration. You want it to be a "night to remember" so you don't mind spending much. You intend to eat and drink only the best including champagne.

10. Laura Simpson (73 years old)

It is your wedding anniversary and your husband, Samuel, has invited you out to a restaurant as a celebration. (This is the first time you have been out for a meal for over 20 years). You are rather astonished at how expensive everything is. For this reason you keep whispering, "But isn't it rather expensive, dear," to most of Samuel's suggestions.

III. THE SUPPLEMENTARY READING

1. The Luncheon

by W. S. Maugham

W. Somerset Maugham was born in 1874 and lived in Paris until he was ten. He was educated at King's School, Canterbury, and at Heidelberg University. He spent some time at St. Thomas's Hospital with the idea of practising medicine, but the success of his first novel, "Liza of Lambeth," published in 1897, won him over to letters. "Of Human Bondage," the first of his masterpieces, came out in 1915, and with the publication in 1919 of "The Moon and Sixpence" his reputation as a novelist was established. His position as a successful playwright was being consolidated at the same time. His first play, "A Man of Honour," was followed by a series of successes just before and after World War I, and his career in the theatre did not end until 1933 with "Sheppey."

His fame as a short-story writer began with "The Trembling of a Leaf," subtitled "Little Stories of the South Sea Islands," in 1921, after which he published more than ten collections.

In 1927 W. S. Maugham settled in the South of France and lived there until his death in 1965.

I caught sight of her at the play and in answer to her beckoning I went over during the interval and sat down beside her. It was long since I had last seen her and if someone had not mentioned her name I hardly think I would have recognized her. She addressed me brightly.

"Well, it's many years since we first met. How time does fly! We're none of us getting any younger. Do you remember the first time I saw you? You asked me to luncheon?"

Did I remember?

It was twenty years ago and I was living in Paris. I had a tiny apartment in the Latin Quarter overlooking a cemetery and I was earning barely enough money to keep body and soul together. She had read a book of mine and had written to me about it. I answered, thanking her, and presently I received from her another letter saying that she was passing through Paris and would like to have a chat with me; but her time was limited and the only free moment she had was on the following Thursday; she was spending the morning at the Luxembourg and would I give her a little luncheon at Foyet's afterwards? Foyet's is a restaurant at which the French senators eat and it was so far be-

yond my means that I had never thought of going there. But I was flattered and I was too young to have learned to say no to a woman. (Few men, I may add, learn this until they are too old to make it of any consequence to a woman what they say). I had eighty francs (gold francs) to last me the rest of the month and a modest luncheon should not cost me more than fifteen. If I cut off for the next two weeks I could manage well enough.

I answered that I would meet my friend-by-correspondence at Foyet's on Thursday at half past twelve. She was not so young as I expected and in appearance imposing rather than attractive. She was in fact a woman of forty (a charming age, but not one that excites a sudden and devastating passion at first sight), and she gave me the impression of having more teeth, white and large, and even, than were necessary for any practical purpose. She was talkative but since she seemed inclined to talk about me I was prepared to be an attentive listener.

I was startled when the bill of fare was brought, for the prices were a great deal higher than I had anticipated. But she reassured me.

"I never eat anything for luncheon," she said.

"Oh, don't say that!" I answered generously.

"I never eat more than one thing. I think people eat far too much nowadays. A little fish, perhaps. I wonder if they have any salmon."

Well, it was early in the year for salmon and it was not on the bill of fare, but I asked the waiter if there was any. Yes, a beautiful salmon had just come in, it was the first they had had. I ordered it for my guest. The waiter asked her if she would have something while it was being cooked.

"No," she answered, "I never eat more than one thing. Unless you had a little caviare. I never mind caviare."

My heart sank a little. I knew I could not afford caviare, but I could not very well tell her that. I told the waiter by all means to bring caviare. For myself I chose the cheapest dish on the menu and that was a mutton chop.

"I think you're unwise to eat meat," she said. "I don't know how you can expect to work after eating heavy things like chops. I don't believe in overloading my stomach."

Then came the question of drink.

"I never drink anything for luncheon," she said.

"Neither do I," I answered promptly.

"Except white wine," she proceeded as though I had not spoken. "These French white wines are so light. They're wonderful for the digestion."

"What would you like?" I asked, hospitable still, but not exactly effusive.

She gave me a bright and amicable flash of her white teeth.

"My doctor won't let me drink anything but champagne."

I fancy I turned a trifle pale. I ordered half a bottle. I mentioned casually that my doctor had absolutely forbidden me to drink champagne.

"What are you going to drink then?"

"Water."

She ate the caviare and she ate the salmon. She talked gaily of art and literature and music. But I wondered what the bill would come to. When my mutton chop arrived she took me quite seriously to task.

"I see that you're in the habit of eating a heavy luncheon. I'm sure it's a mistake. Why don't you follow my example and just eat one thing? I'm sure you'd feel ever so much better for it."

"I am only going to eat one thing," I said, as the waiter came again with the bill of fare.

She waved him aside with an airy gesture.

"No, no I never eat anything for luncheon. Just a bite. I never want more than that, and I eat that more as an excuse for conversation than anything else. I couldn't possibly eat anything more – unless they had some of those giant asparagus. I should be sorry to leave Paris without having some of them."

My heart sank. I had seen them in the shops and I knew that they were horribly expensive. My mouth had often watered at the sight of them.

"Madame wants to know if you have any of those giant asparagus," I asked the waiter.

I tried with all my might to will him to say no. A happy smile spread over his broad, priest-like face, and he assured me that they had some so large, so splendid, so tender, that it was a marvel.

"I'm not in the least hungry," my guest sighed, "but if you insist I don't mind having some asparagus."

I ordered them.

"Aren't you going to have any?"

"No, I never eat asparagus."

"I know there are people who don't like them. The fact is, you ruin your palate by all the meat you eat."

We waited for the asparagus to be cooked. Panic seized me. It was not a question now how much money I should have left over for the rest of the month, but whether I had enough money to pay the bill. It would be mortifying to find myself ten francs short and be obliged to borrow from the guest. I could not bring myself to do that. I knew exactly how much I had and if the bill came to more I made up my mind that I would put my hand in my pocket and with the dramatic cry start up and say it had been picked. Of course, it

would be awkward if she had not money enough either to pay the bill. Then the only thing would be to leave my watch and say I would come back and pay later.

The asparagus appeared. They were enormous, succulent and appetizing. The smell of the melted butter ticked my nostrils as the nostrils of Jehovah were ticked by the burned offerings of the virtuous Semites. I watched the abandoned woman thrust them down her throat in large voluptuous mouthfuls and in my polite way I discoursed on the condition of the drama in the Balkans. At last she finished.

“Coffee?” I asked.

“Yes, just an ice-cream and coffee,” she answered.

I was past caring now, so I ordered coffee for myself and an ice-cream and coffee for her.

“You know there’s one thing I thoroughly believe in,” she said, as she ate the ice-cream. “One should always get up from a meal feeling one could eat a little more.”

“Are you still hungry?” I asked faintly.

“Oh, no. I’m not hungry; you see, I don’t eat luncheon. I have a cup of coffee in the morning and then dinner, but I never eat more than one thing for luncheon. I was speaking for you.”

“Oh, I see!”

Then a terrible thing happened. While we were waiting for the coffee, the head waiter with an ingratiating smile in his false face, came up to us bearing a large basket of huge peaches. They had the blush of an innocent girl; they had the rich tone of an Italian landscape. But surely peaches were not in the season then. Lord knew what they cost. I knew too – a little later, for my guest, going on with her conversation, absent-mindedly took one.

“You see, you’ve filled your stomach with a lot of meat” – my one miserable little chop – “and you can’t eat any more. But I’ve just had a snack and I shall enjoy a peach.”

The bill came and when I paid it I found that I had only enough for a quite inadequate tip. Her eyes rested for an instant on the three francs I left for the waiter and I knew that she thought me mean. But when I walked out of the restaurant I had the whole month before me and not a penny in my pocket.

“Follow my example,” she said as we shook hands “and never eat more than one thing for luncheon.”

“I’ll do better than that,” I retorted, “I’ll eat nothing for dinner tonight!”

“Humorist!” she cried gaily, jumping into a cab. “You’re quite a humorist!”

But I have had my revenge at last: I do not believe that I am a vindictive man, but when the immortal gods take a hand in the matter it is pardonable to observe the result with complacency. Today she weighs three hundred pounds.

2. Proverbs, Sayings, Quotations, Jokes

Better an egg today than a hen tomorrow.

Eat at pleasure, drink with measure.

First come, first served.

Hope is good breakfast but a bad supper.

Hunger is the best sauce.

The nearer the bone, the sweeter the flesh.

The proof of the pudding is in the eating.

You can't eat a cake and have it.

One should eat to live, not to live to eat. (*Franklin*)

Tell me what you eat, and I will tell you what you are. (*Brillat-Savarin*)

If you really want to lose weight, there are only three things you must give up: breakfast, lunch and dinner. (*Wright*)

Glutton: one who digs his grave with his teeth. (*French proverb*)

One meal a day is enough for a lion, and it ought to be for a man. (*Anonymous*)

"Waiter, there is a fly in my soup."

"That will be ten cents extra, please."

"I am sorry about the way the pie tastes, darling. It must be something I left out."

"Nothing you left out could make it taste like that. It must be something you put in."

"Only cheese for lunch?"

"Yes, the cutlets caught fire and it spread to the apple tart, so I had to take the soup to put it out."

Bride: "What do you give her husband when the dinner does not suit him?"

Mrs Oldwed: "His coat and hat."
Husband (angrily): "What! No supper ready? This is the limit! I'm going to a restaurant!"
Wife: "Wait just five minutes."
Husband: "Will it be ready then?"
Wife: "No, but then I'll go with you."

IV. GLOSSARY

admiration	восхищение
amicable	дружеский, мирный
anticipate	ожидать, предвидеть, предвкушать
apparently	по всей видимости
awkward	неуклюжий, неловкий
beckon	(по)манить
be inclined to smth.	быть склонным к чему-л.
bran	отруби
cemetery	кладбище
complacency	безмятежность
consumption	потребление
devastating	разрушительный, ошеломляющий
digestion	пищеварение
dispense	зд. отправляться
diversity	разнообразие, многообразие
durable	прочный
effusive	экспансивный
fizzy	газированный, шипучий
flatter	лестить
glutton	обжора
gorgeous	великолепный, прекрасный
gossip	болтать
gracefully	грациозно, изящно, достойно
hors-d'oeuvre	закуска
imposing	внушительный, величественный
ingratiating	заискивающий, льстивый
inhospitable	неприветливый
inspiring	вдохновляющий
mortifying	приводящий в полный ужас
offensive	оскорбительный, отвратительный
overwhelming	полный, подавляющий
promptly	немедлительно, точно
random	случайный, произвольный
retort	резко отвечать
ridiculous	смехотворный
smear	мазать
stag party	мальчишник
succulent	сочный

superb	великолепный
survive	выживать
voluptuous	сладострастный
wander	бродить, блуждать
wrapping	обертка, бумажная упаковка

Set expression

to give an order	сделать заказ
to order first/next/last course	заказать первое/второе/сладкое блюдо
a split (separate) joint bill	раздельный/общий счет
I'm off alcohol	я не пью (спиртного)

V. K E Y S

Answers to Some Exercises

Exercise 3

1. Fowl 2. cavIar 3. sauSage 4. cHocolate 5. prAwn 6. oNion 7. lem-
onaDe 8. bisCuit 9. peacH 10. garlIc 11. POrk 12. paSta

Exercise 9

1. c; 2. b; 3. d; 4. a.

UNIT 7

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I. SPEAKING PRACTICE

Customs and traditions in the United Kingdom

Customs and traditions always reflect the character of the nation. It is common knowledge that every nation has a reputation of this or that kind. The English are known to be cold, reserved, steady, haughty, and amiable of course. They have a genius for compromise, and can enforce their idea of compromise on others. Most of them are generous in small matters but rather cautious in big ones.

The English are reputed to be a nation of stay-at-homes. Their famous saying "There is no place like home" is known all over the world as a specifically English principle. When the Englishman is free he likes to withdraw from the world to the company of his wife and children and stay at home. Another saying which is characteristic of the English is "The Englishman's home is his castle".

The English are rather conservative, their conservatism being expressed on a large scale through the attitude to the monarchy, for example, and on a small scale. This local conservatism can be easily noticed in private traditions observed at schools and societies, municipal corporations and regiments in the army. Such groups have customs of their own which they are reluctant to change in any way. They are proud of these private customs as differentiating their small group from the rest of the world. Instances of the English conservatism, such as eating traditional English food or reading a newspaper in the morning, are well known worldwide. Such are the English as we see them.

Contrary to the English, the Scots, the Welsh and the Irish are somewhat different. The Scots are rather kindly, but at first glance not so amiable as the English perhaps. They lean mostly upon logic and run largely to extremes. Sometimes, they seem to be gloomy and grey, whereas quite often they are highly coloured and extravagant. They are far more self-conscious about their nationality than the English. On the other hand, they are less self-conscious about their social class, as well as about the school or University they went to. On the average, the Scots are more argumentative than the English. They often have a heartier and a noisier sense of fun but a less subtle sense of humour. The Scots are probably best known to the world for their traditional costume, the kilt, the short pleated skirt worn by men. It has been the dress of Highlanders since old times and has been very suitable for going through the wet, moorland country.

Wales is perhaps the place where national spirit and national pride are more intense than in any other part of the UK. The Welsh eagerly wear their

national dress on festive occasions. The Welsh language is still preserved and taught in schools side by side with English. The Welsh are known to have a highly developed artistic sense, as well as a distinguished record in the realm of poetry, singing and drama.

In Northern Ireland the tempo of life is slightly different from the whole of the country. Everything moves slowly, and people are usually not much in a hurry. Here people try to follow the national habit of being polite to other people and their strong desire to say what will please you but not what will distress you. Most of the Irish are considered to be hard-headed, business-like, self-conscious and very superstitious. Another national feature is that they are desperately afraid of being laughed at.

National features of the Britons discussed above underlie their customs and traditions, which are held in the UK in deepest reverence. Some of the British customs and traditions are related to the most famous ceremonies, most of which take place in the capital of the country. London has preserved its old ceremonies and traditions to a greater extent than any other city in the country. Most of them date back to old times and are closely connected with different historical events. They are extremely colourful and attract an endless number of tourists from Britain and abroad.

One of the most impressive and popular displays of royal pageantry is the changing of the Guard, which takes place at Buckingham Palace, the residence of the British Kings and Queens, every day, including Sunday at 11.30. The Brigade of Guards serves as a personal bodyguard to the Sovereign. When the Queen is in her residence there is a guard of four sentries, whereas only two of them are on duty when the Queen is away from London.

Another colourful spectacle which attracts London sightseers is Mounting the Guard at the Horse Guards, in Whitehall. It can be seen at 11 a.m. every weekday and at 10 a.m. on Sundays. The ceremony largely depends on whether the Queen is in her residence in London or not. If she is, the ceremony is more interesting being performed by what has become known as the "Long guard". First the old guard is dismissed. When the new guard arrives the trumpeter sounds a call. Finally, the old guard returns to its Barracks. The ceremony lasts for about fifteen minutes.

The Ceremony of the Keys which takes place at the gates of the Tower of London is among the oldest traditions. It dates back 700 years. It is the only ceremony to be seen in London at night time seven minutes or so before 10 p.m. The Chief Warder of the Yeomen Warders, commonly known as Beefeaters, lights the ornate candle lantern and makes his way to the Bloody Tower. Escorted by the four guards waiting for him in the Archway the Chief Warder, carrying the keys, locks the gates of each tower and returns to the Bloody

Tower. There, the party are halted by the challenge of the sentry. "Halt!" he commands. "Who goes there?" The Chief Warder answers, "The Keys." The sentry demands "Whose Keys?", to which the Chief Warder answers, "Queen Elizabeth's Keys." "Advance, Queen Elizabeth's Keys. All's well", commands the sentry. At 10 p.m. the keys are carried by the Warder to the Queen's House, where they are safely secured for the night.

One more outstanding occasion which deserves mentioning is the Queen's official birthday. This is usually the second Saturday of June. The ceremony of rare splendour dedicated to this occasion starts in Whitehall at about 11.15 a.m. There takes place on Horse Guards' Parade, the magnificent spectacle of Trooping the Colour. One can observe the Queen riding side-saddle on a highly trained horse. As the Sovereign rides on to Horse Guards' parade the Brigade of Guards, dressed in ceremonial uniforms, await her inspection. For twenty minutes the whole parade stands rigidly to attention while being inspected by the Queen. Then comes the Trooping ceremony itself followed by the famous March Past of the Guards to the music of massed bands, at which the Queen takes the salute. Finally the Sovereign returns to Buckingham Palace at the head of her Guards. If it is rainy, the ceremony is usually postponed until weather conditions are suitable.

There is still another beautiful ceremony connected with royalty, which dates back to 1588. It is the Sovereign's Entry into the City of London on state occasions. The Sovereign is met by the Lord Mayor at the site of Temple Bar, the gateway removed in 1879, which is at the junction of Fleet Street and the Strand and marks the City boundary. First the Sword and Mace are reversed. Then the Lord Mayor surrenders the City's Pearl Sword as a symbol of the Sovereign's authority. The City Sword is held pointing downwards. The Sovereign touches the Sword and immediately returns it. On receiving it back, the Lord Mayor bears it before the Sovereign, after which the royal party is allowed entry.

If you happen to come to London on the second Saturday of November you will have a chance to see the splendid civic event known as the Lord Mayor's Show. It usually attracts thousands of people who come to the City of London to see its interesting procession and admire its glittering pageantry. This tradition is more than six hundred years old. The Lord Mayor Elect, having made his declaration of office the day before in the Guildhall, is driven in state to the Royal Courts of Justice. There, he takes the oath before the Lord Chief Justice and Judges of the Queen's Bench to perform his duties faithfully. At about 11.30 a.m., the newly-elected Lord Mayor travels from the Guildhall in a gilded coach which dates from the mid-eighteenth century. The colourful procession slowly moves to the Law Courts and arrives there about

noon. After the oath has been taken, the procession returns by way of the Embankment to the Guildhall. According to the custom that goes back two hundred and fifty years, the traditional Banquet takes place at Guildhall in the evening, which is a magnificent occasion usually televised at least in part. Among the guests are the most prominent people in the country. The Prime Minister delivers a major political speech, and the toast of the hosts on behalf of the guests is proposed by the Archbishop of Canterbury.

Besides those fascinating old ceremonies which attract an endless number of tourists in London, there are many local traditions. The people of Cornwall, for instance, are known to have an interesting folk tradition called the Flora Dance. This folk dance has its home in the village of Helstone. Two or three times a year, all the inhabitants of the village gather in the market place to dance to the traditional tune of the Flora Dance played by the village band. All the people, except those too old or too young to dance, form up the procession and, dancing, go through every house in the village, in through the front door and out through the back door. Lately, this tradition has been commercialized for the tourists, which frequently happens not only in Cornwall but in other parts of the country as well.

The UK is the country where the people are extremely particular about maintaining traditional values. The Britons show their deepest respect for law and order, history and constitutional development, royalty and nobility, castles and cathedrals, holidays and festivals, traditional meals and institutions, habits and manners of behaviour. Britain has more customs, traditions and living symbols of the past than any other country of the world and greatly benefits from all of them.

LIST OF PROPER NAMES

Buckingham Palace	Fleet Street
Horse Guards	Strand
Whitehall	Guildhall
Barracks	Royal Courts of Justice
Tower of London	Lord Chief Justice
Yeomen Warder	Queen's Bench
Beefeater	Law courts
Bloody Tower	Canterbury
Archway	Helstone
Lord Mayor	Cornwall
Temple Bar	

TEST YOURSELF

[1] *A. Match the characteristic features of the people of the UK given in the left-hand column with the names of the people in the right-hand column.*

Kindly, extravagant, noisy, self-conscious about nationality, argumentative	the Welsh
Possessing strong national pride and highly developed artistic sense	the English
Haughty, cold, reserved, steady, amiable, conservative, homesick	the Irish
Polite, business-like, self-conscious, afraid of being laughed at, having slow tempo of life, superstitious	the Scots

B. Match the most famous traditional ceremonies in London given in the left-hand column with the names of the places they are held at.

Mounting the Guard	Buckingham Palace
Sovereign's Entry in the City of London	the site of Temple Bar
Changing the Guard	the Tower of London
Trooping the Colour	Horse Guards
Ceremony of the Keys	from Whitehall to Buckingham Palace

[2] *Discuss the topics:*

1. The people of the UK as they are.
2. Traditional ceremonies of London.
3. Local traditions in different parts of the UK.

[3] *Speak about*

1. The most interesting customs and traditions of your country / native town / / school / college / university / company / family.
2. Social customs and manners of behaviour observed by people of your country / / native town / school / college / university / company / family.
3. Superstitions that exist in social customs and manners of behaviour in Britain / your country / other countries.
4. Conservatism in observing old traditions.
5. Customs and the character of the nation.

Holidays and Festivals in the UK

ESSENTIAL VOCABULARY

holiday	– 1) day of rest from work 2) (often plural) period of rest from work
Bank Holiday	– day (except Sundays) when banks are closed by law
national holiday public holiday	– day when nobody goes to work
to celebrate a (holiday)	– to do smth. to show that a day or an event is important
festivity	– celebration
to observe (a holiday)	– to celebrate
to commemorate	– to keep or honour the memory of (a person or event); to be in memory of
anniversary	– yearly return of the date or an event; celebration of this
fair	– market held periodically in a particular place
Hogmanay	– New Year's Eve and its festivities
St. Valentine's Day	– Traditional day for lovers
Shrove Tuesday (Pancake Day)	– day before the beginning of Lent, i.e. annual period of forty days before Easter, observed by devout persons as a period of fasting and
penitence	
Lent	– annual period of forty days before Easter, observed by devout persons as a period of fasting (going without certain kinds of food) and penitence(sorrow and regret for doing wrong)
Mothering Sunday (Mothers' Day)	– day appointed for the honouring of Motherhood
Easter	– anniversary of the Resurrection of Christ, observed on the first Sunday after a full moon on or after 21 March
Good Friday	– one before Easter Sunday
April Fool's Day	– traditional day for playing practical jokes
May Spring Festival	– traditional pagan spring festival celebration of the end of winter
Whitsun	– festival observed on Whitsunday (White Sunday) the seventh Sunday after Easter

Late Summer Bank Holiday	– bank holiday observed at the end of August or beginning of September
Hallowe'en	– eve of all Saints' Day
Guy Fawkes Night	– traditional celebration consisting in burning a dummy, made of straw and old clothes
Remembrance Day	– day observed in commemoration of those who lost their lives during the two World Wars
Christmas	– yearly celebration of the birth of Jesus Christ
Boxing Day	– day after Christmas

Congratulations

Congratulations!	
My best congratulations to you on ...	on a happy event
Many happy returns (of the day)	on a birthday
Happy New Year!	
Merry Christmas!	on a holiday
Very enjoyable holiday to you!	

Wishes

May all your dreams come true!
 I wish you all the happiness in the world!
 All the best.
 I wish you good luck.

Possible replies

Thank you (very much)!
 Thank you, the same to you.
 Thanks.

HOLIDAYS AND FESTIVALS

Most of us adore holidays because they provide us with new interests, new outlets for our energies, a break from work, and a good chance to have a rest and get away from it all.

For centuries a holiday was simply considered to be a Holy Day, usually dedicated to one of the saints, on which no work was done. If the weather was fine, everybody went out of town to the country for archery, wrestling, dancing and other out-door activities. Villagers used to meet on the village green.

In 1834 four Bank Holidays were officially introduced instead of the many odd Holy Days. Nowadays, there are six public holidays in the UK

known as Bank Holidays, due to the fact that the banks were to be closed on those days. These are Good Friday, Easter Monday, the last Monday in May or the first Monday in June (Spring Bank Holiday), the last Monday in August or the first Monday in September (Late Summer Bank Holiday), Christmas Day and Boxing Day (the day after Christmas Day). Although most of the holidays are of religious origin, for many Britons they are simply days on which people have a rest, relax and make merry. The majority of the public holidays are movable, that is they do not fall on the same day each year and the particular dates are fixed annually. Besides Bank Holidays, there are many other festivals, anniversaries and simply days, such as a Pancake Day or Guy Fawkes Night, on which certain traditions are observed, but they are ordinary working days.

NEW YEAR

January, 1

In England, the New Year is not as popular as Christmas. Most people ignore it whatsoever and on New Year's Eve go to bed at the same time as usual. Some Britons, however, especially the Scots, do celebrate it in this or that way. The type of celebration strongly depends on the local custom, family tradition and personal taste. The most famous celebration is, perhaps, in London round the statue of Eros in Piccadilly Circus where many people get together to sing and welcome the New Year. In Trafalgar Square, there are usually crowds of Londoners and tourists who come to see the famous Christmas tree, an annual gift from Norway.

In Scotland, where the New Year is a very important festival, it has a special name "Hogmanay". The origin of the word is unknown, but it is thought to be connected with the provision of food and drink to one's home on New Year's Eve. Most people believe, or at least, pretend to believe that they will have good luck for the coming year if the first person to enter their house after midnight is "a tall dark stranger". Another thing which brings luck to people is a piece of coal and some white bread given to them by the person. This old tradition still observed in some parts of Northern England and in Scotland is known as First-Footing. On New Year's Eve there is usually much dancing and singing until the early hours of the morning.

ST. VALENTINE'S DAY

February, 14

When all the fun and entertainment of Christmas and the New Year are over, there comes St. Valentine's Day generally known as the day of all those in love. The empty shops seem to come to life once again with displays of attractive and brightly coloured Valentine cards.

The legend says that St. Valentine was a priest who lived in Rome and died for his faith in AD 170. His feast happens to fall on February 14th, the traditional day for lovers, which is a mere coincidence. He was not noted for helping lovers and was not the true patron saint of lovers. But nowadays this fact is of no importance.

In early times, there was a strong belief that on the day birds choose their mates. Perhaps, that is why lovebirds seem to be extremely popular motives on Valentine cards. In England and, probably, in some other countries, there used to be a custom, mentioned by Chaucer and Shakespeare. According to it, on St. Valentine's Day, the names of young unmarried men and girls were mixed up and drawn out by chance. The person of the opposite sex whose name came out after yours was your chosen "Valentine" for the year. Just over a century ago it became fashionable to send pretty cards to friends and strangers. Nowadays, the Valentine tradition has been greatly revived in Britain. Boys and girls, sweethearts and lovers, husbands and wives, friends and neighbours, and even colleagues exchange Valentine cards. There seems to be no limit to the variety of cards on sale for this celebration, and you are sure to choose something to your liking. The cards may be happy or sad, romantic or humorous, serious or ridiculous. But humorous cards are most popular with the Britons. And which of them would you prefer?

"I'll be your sweetheart, if you will be mine,
All of my life I'll be your Valentine..."

"The rose is red, the violets are blue,
The honey's sweet and so are you."

"Here is the key to my heart...
Use it before I change the lock."

SHROVE TUESDAY (PANCAKE DAY)

February

The next festivity most Englishmen look forward to each year is the so-called Pancake Day. It is the day before Ash Wednesday when people eat lots of pancakes. Ash Wednesday is the day in February when the Christian period of Lent begins. This refers to the time when Christ went into the desert and fasted for forty days. Nowadays not many people actually give up eating during this period. The official name of Pancake Day is Shrove Tuesday. The real fun of Pancake Day lies in two things. The first is eating the pancakes, whereas the second is connected with cooking them on both sides and tossing them for that purpose. The usual procedure consists in throwing pancakes into

the air and catching them in the pan as they come down. If the one who is cooking has no experience, a pancake or two may end up on the floor, others may even become stuck to the ceiling.

Some towns hold famous pancake races on that day. People run through the streets holding frying pans and throwing pancakes in the air. Of course, if they drop the pancake they lose the race.

MOTHERING SUNDAY (MOTHERS' DAY)

Usually March

Mothers' Day is traditionally observed on the fourth Sunday in Lent. It is usually in March. Historically the day used to be known as Mothering Sunday. It dates from the time when many girls worked away from home as domestic servants in big households. Mothering Sunday was established as a holiday or a day off for these girls which gave them an opportunity of going home to see their parents, especially their mothers. There was a tradition to take presents for mothers that were often given to them by the lady of the house. This good custom remains but the day is now called "Mothers' Day". People of all ages do their best to visit their mothers and give them flowers and small presents. If they fail to do that they send a "Mothers' Day card" with congratulations and the best wishes. All the members of the family try to see that the mother has as little work to do as possible. Very often the husband and children take her breakfast in bed, help her about the house with cooking meals, laying the table, and washing up. It is considered to be mother's day off.

EASTER

Usually April

No matter how people understand the idea of Easter, as the start of spring or a religious festival, it is always a time when certain old traditions are observed. At Easter time, the British celebrate the idea of new birth by giving each other chocolate Easter eggs which are opened and eaten on Easter Sunday. The eggs are usually wrapped in silver paper and bows. As a rule, they are hollow and contain sweets. On Good Friday bakers sell hot cross buns, which are small sweet rolls eaten with butter. Easter Monday is a Bank Holiday. On that day, many people travel to the seaside or to the country, or, perhaps, go and watch one of the many sporting events, such as football or horse-racing.

APRIL FOOLS' DAY

April, 1

April Fools' Day often referred to as All Fools' Day is closely connected with the custom of playing practical jokes or sending friends on fools'

errands on April 1st. It is a season when all people, even the most dignified and serious, are given an excuse to play the fool. Jokes are played on everybody irrespective of the position the person occupies. When the one the joke is played on discovers it, he says, "April Fool!". Jokes are to be played before 12 o'clock in the afternoon, otherwise the joke is on you. April 1st is the time when nature fools mankind with sudden changes from showers to sunshine.

MAY SPRING FESTIVAL

May, 1

As summer comes, the British like to celebrate the end of winter. Much of this celebration is connected with dancing, which is aimed at encouraging life and growth and driving away harmful spirits. It is a pagan festival to celebrate the end of winter and welcome summer.

Children may be seen dancing round the Maypole on village greens, singing songs, weaving their brightly coloured scarves into a beautiful pattern. Morris men dance all day long on 1st May, waving their white handkerchiefs to drive away the evil spirits and welcome in the new ones.

WHITSUN

Whitsun is usually associated with some generally observed customs. Although every country town or village has some local traditional customs of its own. One of them is the custom of wearing white robes by the newly christened, who are numerous at this season. Another is the century-old tradition of performing the cheese-chasing contest. Still another traditional festival is the so-called Morris Dancing which has achieved a remarkable survival in the present century. Since 1965 Whit Monday is no longer a Bank Holiday, its place having been taken by Spring Bank Holiday.

LATE SUMMER BANK HOLIDAY

August / September

This Bank Holiday gives most Britons, especially the townsfolk, a chance of going to the country and to the coast. If the weather is good enough, many families take a picnic-lunch or tea with them and enjoy their meal in the open air. Seaside towns near London are invaded by thousands of people, who come here from different parts of the country in cars, coaches, trains, motor cycles, and even bicycles. Lots of them wear paper hats with such slogans as "Kiss Me Quick". They make fun, eat all types of sea food, drink beer, tea, and numerous soft drinks. Bank Holiday is a good occasion for sports events mainly in athletics, horse racing, and boating. But the most traditional of all are, perhaps, the fairs, the main being the one on Hampstead Heath near Lon-

don. There you will see Cockney street traders dressed in suits and frocks decorated with tiny pearl buttons. They hold parades of decorated horses and carts. Visitors who come here looking for fun are sure to find it in full measure.

HALLOWE'EN

October, 31

Hallowe'en means "holy evening", and takes place on 31st October. It is a pagan festival which celebrates the return of the souls of the dead who come back to visit places they used to live in. Although Hallowe'en is a much more important festival in the United States than Britain, the traditions connected with this festival are widely observed by many people in the UK. In the evening there are lots of Hallowe'en parties, or fancy dress parties. People usually dress up in strange costumes of witches, ghosts and devils. Houses are decorated with horrible faces made of potatoes, pumpkins and other vegetables. A candle is put inside, which makes the face shine through the eyes. People like to play difficult games such as trying to eat an apple from a bucket of water without using their hands. Hallowe'en is especially entertaining for children. They usually follow the American custom called Trick or Treat. Dressed in white sheets, they knock at the door of your house and ask, "Trick or treat". If you give them something nice, some money or sweets, for example, they go away. But if you don't, they play a "trick" on you, such as making a lot of noise, or spilling flour on your front doorstep, or squirting water in your face.

GUY FAWKES' NIGHT (BONFIRE NIGHT)

November, 5

Guy Fawkes is known to be the most famous terrorist in Britain. In 1605, when King James I was in power, Guy Fawkes planned to blow up the Houses of Parliament and the King of England who was very unpopular with Roman Catholics. Some of them had stored thirty-six barrels of gun powder under the House of Lords. The gun powder was to be exploded by Guy Fawkes on 5th November, when the King was going to open Parliament. The plot was discovered, Guy Fawkes was arrested and hanged. Since that day the British traditionally celebrate 5th November by setting off fireworks and burning a dummy, made of straw and old clothes, on big bonfires.

REMEMBRANCE DAY

November, 11

Remembrance Day is observed throughout Britain in commemoration of the British soldiers, sailors and airmen who lost their lives during the World

Wars. On that day, special services are held in churches, and wreaths are laid at war memorials in the whole of the country and at London's Cenotaph, where lots of people come to observe the two-minute silence and to perform the annual Remembrance Day ceremony.

CHRISTMAS

December, 25

25th December, or Christmas Day, is the most important day of the year. But on 24th December many people start travelling home to be with their families on Christmas Day. For most people in the UK, it is the most important festival of the year, which combines the Christian celebration of the birth of Christ with the traditional festivities of winter. On the Sunday before Christmas there is a carol service in many churches, where special hymns are sung. Carol-singers collecting money for charity can be often heard in the streets. Most families decorate their houses with brightly-coloured paper or holly, and a Christmas tree glittering with multicoloured lights.

Lots of wonderful traditions are connected with Christmas, but giving Christmas presents is the most important, of course. Family members wrap up their gifts and leave them at the bottom of the Christmas tree to be found on Christmas morning. Children leave a long sock or stocking at the end of their bed on Christmas Eve. In the morning, they wake up early to find a sock or stocking full of small presents, fruit and nuts. They are usually not disappointed. Another Christmas tradition is for the family to sit down to a big turkey dinner with roast potatoes and brussel sprouts, followed by Christmas pudding. Later in the afternoon they may watch the Queen on television as she delivers her traditional Christmas message to the United Kingdom and the Commonwealth.

BOXING DAY

December, 26

26th December is the day when the Englishmen give Christmas boxes or Christmas Presents to the postmen, milkmen, dustmen, and all the other people who give them services during the year. This is the time to visit friends and relatives. But most people prefer to spend watching TV and recovering from Christmas Day.

ILLUSTRATIVE DIALOGUES

[1] *Susan Bennett is telling Philip, Judy's college friend, about traditional British holidays and celebrations.*

- Philip: It seems to me that Christmas is the favourite holiday of the British.
- Susan: Oh, yes. It is really so. The reason for this is quite clear. Christmas is undoubtedly the most colourful holiday of the year. Moreover, it has always been a time for eating, drinking, making merry, and giving presents, of course.
- Philip: But Christmas has become extremely commercialized in your country. Besides Christmas cards, people have got to buy so many useless things to give presents to their relatives and friends.
- Susan: But, on the other hand, that gives them much pleasure. In fact, Christmas is not the only commercialized holiday. Most of them are to a certain extent. Take Easter, for example. The celebration is exciting and it always requires lots of sweets and chocolate eggs. In the time of Hallowe'en, numerous parties with dressing up and different games take place throughout the country. People buy pumpkins and candles to be put inside them. All that is money consuming, of course.
- Philip: By the way, most Englishmen, who are generally said to be rather reserved and not very emotional, seem to believe all this stuff and have fun as if they were children. That's a bit strange for the foreigners.
- Susan: I'm sure you'll soon get used to it. It will only take some time.

[2] *David Bennett and his colleague Andrew Bull are exchanging Christmas greetings.*

- David: Happy Christmas!
- Andrew: Thanks. Same to you!
- David: Are you doing anything special?
- Andrew: We've been invited over to my brother's. What about you?
- David: Just as usual. We're having all our relatives round.
- Andrew: Very enjoyable holiday to you and all your family.
- David: Thank you. All the best to you!

EXERCISES

[1] *Fill in the following crossword:*

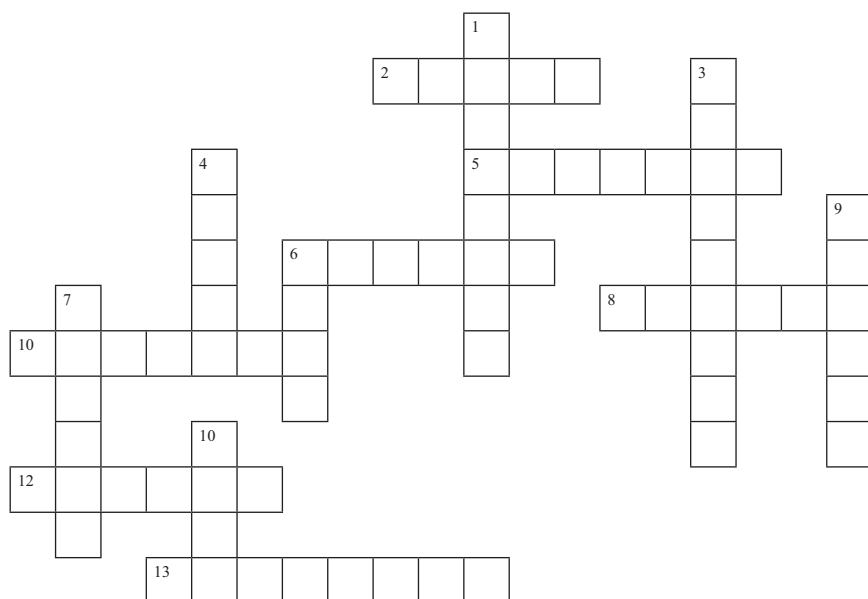
Down

1. The way New Year's Eve is called in Scotland.

Across

2. It is the Tuesday which is also known as Pancake Day.

3. October 31st, eve of All Saints' Day.
4. If you want to play a on somebody, wait till 1st April or 31st October.
6. A Holiday is a special non-religious public holiday in Britain.
7. The day in the week when people go to church.
9. A large bird traditionally eaten for Christmas dinner.
10. Annual period of forty days before Easter, observed by devout persons as a period of fasting and penitence.
5. A tall pole wreathed with flowers or decorated with ribbons around which people dance to celebrate the end of winter.
6. December 26th is called day.
8. An explosive used in guns, fireworks, etc. which made Guy Fawkes famous.
11. A large orange-yellow fruit mostly used as a vegetable and associated with Hallowe'en.
12. A religious festival in spring when people celebrate the idea of new birth.
13. Clothing worn on feet and used by children as a container for Christmas presents.



[2] *Who would you send the following Valentine cards? Why?*

1. The satirical one with the words: “You are charming, witty and intelligent” and “if you believe all this you must be...”.
2. The one with the romantic words:
“Roses are red, violets are blue.
Grass is green, and I love you.”
3. The one with a reclining lady on the front, and inside she will “kick you in the ear”.

Who would you never send any Valentine card? Why?

[3] *Write a postcard with New Year / Christmas / Easter congratulations to*

1. Your parents.
2. Your former teacher Mrs Parkins.
3. Your boyfriend (Bob) / girlfriend (Alice).
4. Your elder brother John, his wife Mary and their children Sam and Caroline.
5. Your boss Nigel Crafts.

[4] *Make a telephone call to congratulate on a certain occasion the following people:*

1. The person you directly report to (Dr Milton).
2. Your neighbour Mrs Atkins and her daughter Nancy.
3. Your boyfriend (Bob) / girlfriend (Alice).
4. Your mother who is on a holiday in Cardiff.
5. Your mother’s elderly friend Mrs Ledger.
6. Your former college mate Philip.

[5] *Discuss certain points of similarity and difference in traditional ways of celebrating the following holidays in the UK and in your country:*

1. New Year.
2. Christmas.
3. Easter.
4. Pancake Day.
5. April Fools’ Day.

[6] *Speak about the main holidays observed in your country. Describe the way people celebrate them. What other special occasions (such as saints’ days or name days) are observed in your country? How do people observe them?*

[7] *Tell your friend about your favourite holiday. Describe the best celebration of this holiday you have ever had.*

Invitations

ESSENTIAL VOCABULARY

Extending Invitations

Mr and Mrs Bennett request the company of Mr and Mrs Manson ...	formal
Are you doing anything (next week/on Friday)?	informal
Are you busy in the evening / tonight, etc. by any chance?	
Would you (like to) join us for lunch / dinner, etc.?	
Do you want to ... ?	
Come over to my place, will you?	
Why don't (we) ... ?	
Is this (it) all right with you?	
Will you lunch with us?	

Accepting Invitations

Mr and Mrs Manson have much pleasure in accepting Mr and Mrs Bennett's invitation.	formal
I'll be delighted / happy.	informal
I'd love to.	
No objection. (I will), gladly.	
With pleasure.	
Yes, what time?	
Perfect. / It suits me perfectly.	
Sure, that sounds great / nice.	
It's all right with me.	
I look forward to (Sunday), then.	
Settled.	

Refusing Invitations

Mr and Mrs Manson regret that they will not be able to be present at ...	formal
--	--------

Thanks, but I can't, (I'm afraid).

I'm afraid not, sorry.

Thanks for asking, but I have other plans.

Oh, what a pity. I'm seeing (John) on (Friday).

I'd love to, but I'm busy.

Can't you make it another day / some other time?

Sorry, I have another engagement at 6.

I'll be busy, then.

informal

INVITATION

Invitations may be extended by letter. In this case they may vary in form, some of them being printed on special cards, and others being in the form of personal letters. Invitations may also be extended by telephone. In this case they seem to be less formal.

Etiquette requires that invitations to formal parties should be sent well in advance. If replies are requested letters of acceptance or regret (refusal) should be sent immediately. The request for a reply is indicated as RSVP ("Repondez s'il vous plait" which means in French "Please, reply").

There are certain formulas of invitations and replies to be observed. The first is that written invitations are always in the third person (not in the first person), for example "Doctor and Mrs Simpson request the company of...".

Formal invitation (printed)

Doctor and Mrs Simpson
request the pleasure of the company of
Mr and Mrs Hamilton
on the occasion of the marriage of their son
Greg
to
Miss Joan Luts
at St. Peter's Church, Oxbridge,
on Saturday, 5th October, at 3.30 p.m. and to the reception afterwards
at the Royal Hotel.

25 The Parks
Oxbridge

RSVP

A formal invitation requires a formal reply which is also written in the third person.

Formal acceptance

Mr and Mrs Hamilton have much pleasure in accepting Doctor and Mrs Simpson's invitation to the wedding of their son on 5th October.

In case the one who is invited is unable to attend the wedding he / she may send a formal refusal. If the invitation from a friend or acquaintance is being refused, a reason should necessarily be given.

Formal refusal (regret)

Professor Michael Webbs thanks Doctor and Mrs Simpson for the invitation to their son's wedding, but much regrets that as he has to conduct an examination of Second-Year students at his College on the date, he is unable to accept.

One more thing to be taken into account is the order of names in the invitation, on a letter and on the envelope, for example "Mr and Mrs Bennett" or "Dr and Mrs Simpson", etc. This is one of the rare occasions when the rule "Ladies first" is not applicable.

Formal invitations are generally used for important official and more elaborate social happenings, such as weddings, banquets, or important receptions. Formal invitations should always include husband and wife in the case of married couples; one will never invite the husband without the wife or vice versa unless it is a purely male function or an afternoon tea-party for women only.

Besides these highly formal ways of giving invitations there are some other ones, which are usually hand-written as the one given below.

Dear Mrs Simpson,

Fred and I would be very pleased if you and your husband could join us for dinner on Friday, April 9th at 7.30 p.m. A friend of ours, Prof. Richard Smile, will be with us. He is going out to Russia shortly and would very much like to hear of your experiences there.

Yours sincerely,
Barbara Hamilton.

Acceptance

Dear Mrs Hamilton,

Thank you very much for your kind invitation to dinner on Friday, April 9th. Both my husband and I accept with great pleasure, and Frank is sure to bring along some photographs which he managed to take in Russia. We look forward to meeting Prof. Smile.

Yours sincerely,
Barbara Simpson.

Refusal

Dear Mrs Hamilton,

Thank you so much for your kind invitation to dinner on Friday, April 9th. Unfortunately, Frank is away on business in Glasgow and will not be returning until Sunday, and so we are unable to accept. I am sure he will be as sorry as I am to miss the pleasure of dining with you and meeting Prof. Smile.

Yours sincerely,
Barbara Simpson.

With close friends the letters would be even less formal, such as the one given below.

My dear John,

We are having a bit of a party next Friday, the 16th, and I hope you and Alice are free on that evening and can come and join us, say about seven o'clock. There will be about a dozen of us, all very well known to you. I do hope you can manage it.

Yours always,
Peter.

Acceptance

My dear Peter,

Thank you for the invitation to your party on the 16th. Alice and I will be delighted to come. It seems ages since we saw both of you and I am looking forward to a good old chat with all the people.

All the best,
John.

Refusal

My dear Peter,

Thank you for the invitation to your party on the 16th. We'd have loved to come but Alice's aunt is staying with us just now and I have booked three seats for "The Twelfth Night" for the 16th. Bad luck, isn't it? I was saying to Alice only a couple of days ago what a time it was since we saw Jane, Judy and you. I'll give you a ring sometime next week and we must fix it up to have an outing to the country together.

Give our kindest regards to Jane and Judy.

Yours as ever,
John.

In some very informal situations oral invitations are quite possible. Thus, you may invite your close friend out for a drink, or you may invite your girl- or boyfriend to the cinema. You may just as well invite your wife or hus-

band for a drive in the country. You will usually start these invitations by saying, “Why don’t we...?”, “How about...?”, “Do you feel like...?” or simply “Would you like to...?”. In all these cases invitations will be accepted or refused orally.

ILLUSTRATIVE DIALOGUES

[1] *Peter Bennett is inviting his wife Jane to go to the Tate Gallery.*

Peter: Do you fancy going to the Tate Gallery on Saturday?

Jane: I’d love to. I haven’t been there for ages. But I’m not sure I’ll have prepared my report on the history of law by that time. Actually I’ll have to go to the library to read up for the report.

Peter: Let’s go in the afternoon then.

Jane: That’s a great idea.

Peter: I’ll pick you up in the library at about four.

Jane: OK. I’ll be ready.

[2] *David Bennett is inviting his wife Susan to go to the country.*

David: Why don’t we go for a drive in the country today.

Susan: That would be very nice but it looks like rain.

David: According to the weather forecast it’s going to clear out soon.

Susan: If it is really so, let’s go. We could invite Peter, Jane and Judy to join us.

David: That sounds like a good idea. Let’s make it in an hour.

Susan: I’ll go and make some sandwiches and drinks for us to have a bite in the open air when we get hungry.

[3] *Philip is inviting Judy to go to the cinema.*

Philip: Do you feel like going to the cinema after classes?

Judy: Actually I’d rather go for a walk. I’m not a cinema goer. But thank you all the same.

Philip: I’m afraid the weather isn’t very good for walking. It’s very nasty out, isn’t it?

Judy: That’s a regular sort of weather in this country. You’ll soon get used to it. But if you don’t like the weather, let’s give up the idea whatsoever. By the way, would you like to come to a party with me tonight?

Philip: That would be very nice. Thank you. I’ll call round for after supper.

EXERCISES

[1]. *You are Mr Wilde. You have received the following invitation:*

Mr and Mrs Bennett request the pleasure of the company of Mr and Mrs Wilde on the occasion of Mr and Mrs Bennett's wedding anniversary at the Dover Street Restaurant on Sunday, 20th October at 7 p.m.

Write two replies, one accepting, the other refusing the invitation.

[2]. *You are Samuel Briggs, aged 42, professor of mathematics.*

You've just been awarded a scientific degree. You intend to hold a dinner party on this occasion. Send a formal invitation to Mr and Mrs Williams and their 19-year-old daughter Pamela.

[3]. *You intend to hold a birthday dinner party. Send an informal (hand-written) invitation to your colleague John Tailor and his wife Emma.*

[4]. *You are Martina Simon. You have received the following invitation from your former neighbour Jackie Cliffs:*

Dear Mrs Simon,

Charles and I would be very pleased if you and your husband could come to a farewell party on Friday, June 17th at 7.30 p.m. We are leaving for France and would very much like to hear of your experiences there.

Yours sincerely,
Jackie Cliffs.

Write two replies, one accepting, the other refusing the invitation.

[5]. *Make some telephone calls and invite to a Hallowe'en party October 31st at 7.30 the following people:*

1. Your close friend Margaret;
2. Your college mate Tom and his girl-friend Anna;
3. Your neighbour Bill and his sister Frieda.

II. ROLE PLAY

Inviting to Dinner

Working in pairs, phone up your partner and invite him or her to dinner, to a party, to a restaurant, etc. The person invited consults the diary to see if he or she is free, after which he accepts or refuses the invitation.

ROLE CARD

1. David Bennett aged 47, surgeon

You want your business acquaintance, Stephen Manson, to come to your party next Friday. You are very keen for him to come because you are anxious to talk over a business deal. So you do your best to get him to come though it is not very convenient for him. If necessary, you are prepared to change the day - but you are busy on Saturday and Sunday.

Phone Mr Manson, invite him and try to arrange a suitable date.

2. Stephen Manson aged 52, chemist

You are David Bennett's business acquaintance. You work for a company which produces and distributes various chemicals applied in surgery, but you do not know David very well. You are a bit surprised to receive an invitation to the party from him and you really hesitate. Besides, you have arranged an important business meeting with one of your partners for Friday. But you do not want to refuse because you had already refused David's previous invitation. It might be impolite. So, you are ready to cancel the arrangement.

Before starting, fill in your diary for the next week. You are free on Thursday and Sunday.

3. Judy Bennett aged 18, college student

You phone up your college mate, Philip, and ask him to come to your birthday party on Saturday at 5 p.m. You have just had a quarrel with Philip but as it was entirely your fault, you are afraid that he might refuse. That is why you try to be persuasive.

Phone him up and try to be as polite as possible.

4. Philip Fernando, aged 19, college student

You are Judy Bennett's college mate. You have just had a quarrel with her and you feel a bit hurt. That is why you are pleased she has phoned you

up, but you do not want to sound very friendly at first. When you hear that Judy invites you to the party, you agree without any hesitation and you are very happy indeed. Besides, you are free on Saturday.

5. Peter Bennett aged 20, law student

You would like your two friends, Tom Salmon, who is your university friend, and his wife, Janet, to come round to your place. You want to show them photographs of the holiday you spent together in Switzerland. You can see them any evening except Friday and Saturday.

Phone up Tom and Janet and try to arrange a day and time.

6. Tom Salmon aged 21, law student

You and your wife, Janet, spent a fortnight in Switzerland together with Peter Bennett, your university friend, and his wife, Jane. It was a lovely Christmas holiday in the mountains. You are very glad to be invited by Peter and Jane, and you are anxious to see the photographs. But you are busy all this week because Janet's mother is in London to stay with you. That is why you thank Peter and refuse politely. You promise to phone him back as soon as you are free.

7. Laura Simpson aged 73, housewife

You want your neighbour, Sally Carter, to come to tea some day this week. Your husband is away to see his former university friend and you feel rather lonely. In the morning, you are always busy because you like to go shopping. After that you usually drop in at some cafe to have lunch there, and then take a long walk in the park. So you suggest taking a walk together and having tea at your place at about 5 o'clock.

Phone her up and try to arrange a day.

8. Sally Carter aged 67, housewife

You are Laura Simpson's neighbour and you are on friendly terms with her. You think it is very kind of Laura to have invited you to tea but, unfortunately, you have to refuse politely. The other day you had a severe heart attack and your doctor told you to stay in bed at least until the end of the week. You are really sorry and apologize. But you say you will gladly join Laura some time later when you feel well.

9. Sue Jennings aged 57, housewife, David Bennett's patient

You want David Bennett, the surgeon who operated on you not long ago, and his wife, Susan, to come out to a restaurant with you one evening

next week. You feel very much obliged to Mr Bennett and you are keen for him to come. You are not prepared to take NO for an answer and you intend to be rather persuasive. You can afford to take your guests to the best restaurant in London, and you want to make the evening unforgettable. You are free every evening except Monday and Wednesday.

Phone Mr Bennett up and try to arrange a day and time.

David Bennett aged 47, surgeon

You are acquainted with Sue Jennings because she used to be one of the patients you operated on in the hospital. Being invited by her to go out to a restaurant you feel really awkward. You are absolutely sure you can't accept because she is your patient. Besides, you do not like her very much. She is too talkative and she keeps on complaining about her health, which gets on your nerves. You certainly do not want to accept the invitation but, at the same time, you would like to be polite. So be tactful but try to find an excuse for not going out.

Before starting, fill in your diary for the next week. You are free on Monday, Wednesday and Saturday.

III. SUPPLEMENTARY READING

1. How We Kept Mother's Day

by Stephen Leacock

Stephen Leacock (1869–1944) is a famous Canadian writer of the twentieth century. His stories are full of humour and sarcasm and expose the contradictions of modern life. S. Leacock used to say that the basis of humour lies in the contrast offered by life itself. But “the deep background that lies behind and beyond what we call humour is revealed only to the few, who by instinct or by effort, have given thought to it”.

So we decided to have a special celebration of Mother's Day. We thought it a fine idea. It made us all realize how much Mother had done for us for years, and all the efforts and sacrifice that she had made for our sake.

We decided that we'd make it a great day, a holiday for all the family, and do everything we could to make Mother happy. Father decided to take a holiday from his office, so as to help in celebrating the day, and my sister Anne and I stayed home from college classes, and Mary and my brother Will stayed home from High School.

It was our plan to make it a day just like Xmas or any big holiday, and so we decided to decorate the house with flowers and with mottoes over the mantelpieces, and all that kind of thing. We got Mother to make mottoes and arrange the decorations, because she always does it at Xmas.

The two girls thought it would be a nice thing to dress in our very best for such a big occasion and so they both got new hats, Mother trimmed both the hats, and they looked fine, and Father had bought silk ties for himself and us boys as a souvenir of the day to remember Mother by. We were going to get Mother a new hat too, but it turned out that she seemed to really like her old grey bonnet better than a new one, and both the girls said that it was awfully becoming to her.

Well, after breakfast we had it arranged as a surprise for Mother that we would hire a motor car and take her for a beautiful drive away into the country. Mother is hardly ever able to have a treat like that, because we can only afford to keep one maid, and so Mother is busy in the house nearly all the time.

But on the very morning of the day we changed the plan a little bit, because it occurred to Father that a thing it would be better to do even than to take Mother for a motor drive would be to take her fishing. Father said that as

the car was hired and paid for, we might just as well use it for a drive up into the hills where streams are. As Father said, if you just go out driving without any object, you have a sense of aimlessness, but if you are going to fish, there is a definite purpose in front of you to heighten the enjoyment.

So we all felt that it would be nicer for Mother to have a definite purpose; and anyway, it turned out that Father had just got a new rod the day before.

So we got everything arranged for the trip, and we got Mother to cut up some sandwiches and make up a sort of lunch in case we got hungry, though of course we were to come back home again to a big dinner in the middle of the day, just like Xmas or New Year's Day. Mother packed it all up in a basket for us ready to go in the motor.

Well, when the car came to the door, it turned out that there hardly seemed as much room in it as we had supposed.

Father said not to mind him, he said that he could just as well stay home, and that he was sure that he could put in the time working in the garden; he said that we were not to let the fact of his not having had a real holiday for three years stand in our way; he wanted us to go right ahead and be happy and have a big day.

But of course we all felt that it would never do to let Father stay home, especially as we knew he would make trouble if he did. The two girls, Anne and Mary, would gladly have stayed and helped the maid get dinner, only it seemed such a pity to, on a lovely day like this, having their new hats. But they both said that Mother had only to say the word, and they'd gladly stay home and work. Will and I would have dropped out, but unfortunately we wouldn't have been any use in getting the dinner.

So in the end it was decided that Mother would stay home and just have a lovely restful day round the house, and get the dinner. It turned out anyway that Mother doesn't care for fishing, and also it was just a little bit cold and fresh out of doors, though it was lovely and sunny, and Father was rather afraid that Mother might take cold if she came.

So we all drove away with three cheers for Mother, and Father waved his hand back to her every few minutes till he hit his hand on the back edge of the car, and then said that he didn't think that Mother could see us any longer.

Well, – we had the loveliest day up among the hills that you could possibly imagine.

It was quite late when we got back, nearly seven o'clock in the evening, but Mother had guessed that we would be late, so she had kept back the dinner so as to have it just nicely ready and hot for us. Only first she had to get towels and soap for Father and clean things for him to put on, because he al-

ways gets so messed up with fishing, and that kept Mother busy for a little while, that and helping the girls get ready.

But at last everything was ready, and we sat down to the grandest kind of dinner – roast turkey and all sorts of things like on Xmas Day. Mother had to get up and down a good bit during the meal fetching things back and forward.

The dinner lasted a long while, and was great fun, and when it was over all of us wanted to help clear the things up and wash the dishes, only Mother said that she would really much rather do it, and so we let her, because we wanted just for once to humor her.

It was quite late when it was all over, and when we all kissed Mother before going to bed, she said it had been the most wonderful day in her life, and I think there were tears in her eyes. So we all felt awfully repaid for all that we had done.

2. Hallowe'en Party

by Agatha Christie

(extract)

Agatha Christie (1890–1976) is a famous English writer often referred to as the “Queen of Crime”. She is known throughout the world as the author of seventy-six detective novels and books of stories. But, perhaps, few people are aware of the fact that she wrote six romantic novels under the pseudonym Mary Westmacott, as well as several plays and books of poems. There is hardly a person in the world who has never heard the names of Hercule Poirot, the little Belgian detective, and Miss Marple, the smart elderly lady. Agatha Christie’s detective novels and stories have been translated into all major languages, and in most countries they became best-sellers soon after their publication.

The party came into being at half past seven. Ariadne Oliver had to admit that her friend was right. Arrivals were punctual. Everything went splendidly. It was well imagined, well run and ran like clockwork. There were red and blue lights on the stairs and yellow pumpkins in profusion. The girls and boys arrived holding decorated broomsticks for a competition. After greetings, Rowena Drake announced the programme for the evening. ‘First, judging of the broomstick competition,’ she said, ‘three prizes, first, second and third. Then comes cutting the flour cake. That’ll be in the small conservatory. Then bobbing for apples – there’s a list pinned upon the wall over there

of the partners for that event – then there'll be dancing. Every time the lights go out you change partners. Then girls to the small study where they'll be given their mirrors. After that, supper, Snapdragon and then prize-giving.'

Like all parties, it went slightly stickily at first. The brooms were admired, they were very small miniature brooms, and on the whole the decorating of them had not reached a very high standard of merit, 'which makes it easier,' said Mrs Drake in an aside to one of her friends. 'And it's a very useful thing because I mean there are always one or two children one knows only too well won't win a prize at anything else, so one can cheat a little over this.'

'So unscrupulous, Rowena.'

'I'm not really. I just arrange so that things should be fair and evenly divided. The whole point is that everyone wants to win something.'

'What's the Flour Game?' asked Ariadne Oliver.

'Oh yes, of course, you weren't here when we were doing it. Well, you just fill a tumbler with flour, press it in well, then you turn it out in a tray and place a sixpence on top of it. Then everyone slices a slice off it very carefully so as not to tumble the sixpence off. As soon as someone tumbles the sixpence off, that person goes out. It's a sort of elimination. The last one left in gets the sixpence of course. Now then, away we go.'

And away they went. Squeals of excitement were heard coming from the library where bobbing for apples went on, and competitors returned from there with wet locks and having disposed a good deal of water about their persons.

One of the most popular contests, at any rate among the girls, was the arrival of the Hallowe'en witch played by Mrs Goodbody, a local cleaning woman who, not only having the necessary hooked nose and chin which almost met, was admirably proficient in producing a semi-cooing voice which had definitely sinister undertones and also produced magical doggerel rhymes.

'Now then, come along, Beatrice, is it? Ah, Beatrice. A very interesting name. Now you want to know what your husband is going to look like. Now, my dear, sit here. Yes, yes, under this light here. Sit here and hold this little mirror in your hand, and presently when the lights go out you'll see him appear. You'll see him looking over your shoulder. Now hold the mirror steady. Abracadabra, who shall see? The face of the man who will marry me. Beatrice, Beatrice, you shall find, the face of the man who shall please your mind.'

A sudden shaft of light shot across the room from a stepladder, placed behind a screen. It hit the right spot in the room, which was reflected in the mirror grasped in Beatrice's excited hand.

‘Oh!’ cried Beatrice. ‘I’ve seen him. I’ve seen him! I can see him in my mirror!’

The beam was shut off, the lights came on and a coloured photograph pasted on a card floated down from ceiling. Beatrice danced about excitedly.

‘That was him! That was him! I saw him,’ she cried. ‘Oh, he’s got a lovely ginger beard.’

She rushed to Mrs Oliver, who was the nearest person.

‘Do look, do look. Don’t you think he’s rather wonderful? He’s like Eddie Presweight, the pop singer. Don’t you think so?’

Mrs Oliver did think he looked like one of the faces she daily deplored having to see in her morning paper. The beard, she thought, had been an after-thought of genius.

‘Where do all these things come from?’ she asked.

‘Oh, Rowena gets Nicky to make them. And his friend Desmond helps. He experiments a good deal with photography. He and a couple of pals of his made themselves up, with a great deal of hair or side-burns or beards and things. And then with the light on him and everything, of course it sends the girls wild with delight.’

‘I can’t help thinking,’ said Ariadne Oliver, ‘that girls are really very silly nowadays.’

‘Don’t you think they always were?’ asked Rowena Drake.

Mrs Oliver considered.

‘I suppose you’re right,’ she admitted.

‘Now then,’ cried Mrs Drake – ‘supper.’

Supper went off well. Rich iced cakes, savouries, prawns, cheese and nut confections. The eleven-pluses stuffed themselves.

‘And now,’ said Rowena, ‘the last one for the evening. Snapdragon. Across there, through the pantry. That’s right. Now then. Prizes first.’

The prizes were presented, and then there was a wailing, banshee call. The children rushed across the hall back to the dining-room.

The food had been cleared away. A green baize cloth was laid across the table and here was borne a great dish of flaming raisins. Everybody shrieked, rushing forward, snatching the blazing raisins, with cries of ‘Ow, I’m burned! Isn’t it lovely?’ Little by little the Snapdragon flickered and died down. The lights went up. The party was over.

‘It’s been a great success,’ said Rowena.

‘So it should be with all the trouble you’ve taken.’

‘It was lovely,’ said Judith quietly. ‘Lovely.’

‘And now,’ she added ruefully, ‘we’ll have to clear up a bit. We can’t leave everything for those poor women tomorrow morning.’

3. Jokes, Poems, Proverbs

- Guest: I really must be off. I did enjoy our little visit. Do you know when I came in here I had a bad headache but now I have lost it entirely.
- Hostess: Oh, don't you worry. It isn't lost. I've got it now.
- Wife: Darling, I want you to give me some advice.
- Husband: Well, my dear, what is it about?
- Wife: What do you think will be the best thing to give me on Mother's Day?

CHRISTMAS MESSAGE

H.V. Longfellow

I heard the bells on Christmas Day
Their old familiar carols play,
And wild and sweet
The words repeat
Of peace on earth, good will to men.

Habit is a second nature.
Every country has its custom.

IV. GLOSSARY

amiable	любезный, дружелюбный, приветливый
archbishop	архиепископ
Ash (Wednesday)	среда, с которой начинается великий пост
baize	грубое сукно
banshee	привидение-плакальщица; дух, вопли которого предвещают смерть
barrel	бочка
blazing	ярко горящий
blow up	(blew, blown) взрывать
bob	подпрыгивать
bodyguard	личная охрана; эскорт; телохранитель
bonfire	костер
bonnet	дамская шляпа без полей, шляпка
bow	бант
broomstick	помело
Brussels sprouts	брюссельская капуста
bucket	ведро, бадья
carol	веселая песнь, рождественский гимн
cautious	осторожный, осмотрительный
charity	милосердие, сострадание, благотворительность
cheat	мошенничать, обманывать
cheers	ура! Да здравствует!
deplore	сожалеть, оплакивать
devil	дьявол, черт, бес
devout	набожный, религиозный, благочестивый
dignified	обладающий чувством собственного достоинства, величественный; возвышенный
distress	причинять горе, боль; мучить
doggerel	скверный, нескладный, бессмысленный
dummy	чучело
errand	поручение, задание
evil	злой; испорченный; вредный; зловещий
faith	вера; религия; убеждение
faithfully	верно, честно
fast	поститься, голодать
feast	пир, празднество
festivity	веселье, праздничное, веселое настроение
fireworks	фейерверк

flicker	мерцать, вспыхивать и гаснуть
flock	стекаться, скапливаться, собираться
flour	пшеничная мука
gateway	ворота; вход, выход
genius	гениальный человек
ghost	привидение, призрак, дух
gilded	позолоченный
ginger	рыжеволосый (человек)
glittering	сверкающий, блестящий; роскошный, великолепный; заманчивый
gloomy	мрачный, темный; угрюмый
gunpowder	черный порох
haughty	надменный, высокомерный; величественный
hollow	пустой, полый
holly	остролист
holy.	святой, священный
hooked	крючковатый, кривой
host	хозяин
kilt	юбка шотландского горца или солдата шотландского полка; национальный шотландский костюм
lantern	фонарь
Lent	великий пост
lean (leaned, leant)	наклоняться, нагибаться, сгибаться
mace	булава, жезл
mantelpiece	облицовка камина, каминная доска
merit	заслуга, достоинство
mess up	производить беспорядок, портить
moor land	местность, поросшая вереском
morris = morris-dance	шуточный народный танец в костюмах героев легенды о Робин Гуде
motto	девиз, лозунг
oath	клятва, присяга
ornate	изысканно украшенный
pagan	язычник/языческий
pageantry	пышное зрелище, блеск, великолепие
pal	товарищ, приятель
pan	кастрюля
pancake	блин
pantry	кладовая, буфетная

paste	наклеивать, приклеивать
pearl	жемчуг
penitence	раскаяние, сожаление; покаяние
pleated	заложенный в складку; плиссированный
plot	заговор
profusion	изобилие, избыток, богатство; щедрость
pudding	пудинг
pumpkin	тыква
raisins	изюм
realm	королевство, государство; область, сфера
recline	откидываться назад, полулежать, развалиться
regiment	полк
reluctant	делающий с неохотой, с трудом поддающийся, сопротивляющийся
resurrection	воскресение
reverence	глубокое уважение, почитание, почтение
rod	удочка
ruefully	с сожалением; сочувственно; печально
sacrifice	жертва, пожертвование
saint	святой
savoury	пряное, острое блюдо; (pl.) пряности
scarf (pl. -ves)	шарф; кашне; галстук
semi-cooing	полу воркующий, полу вкрадчивый
sentry	часовой, караул
shaft	луч
shriek	пронзительно кричать
Shrove (Tuesday)	вторник на масляной неделе
side-burns	бачки, баки
side-saddle	дамское седло
sinister	дурной, зловещий; темный; низкий; злополучный, несчастный
snapdragon	святочная игра, в которой хватают изюминки с блюда с горящим спиртом
snatch	хватать, вырывать; набрасываться;
soul	душа
sovereign	монарх
spill (spilled, spilt)	проливать, расплескивать
spirit	душа, дух
splendour	блеск, сверкание; пышность, великолепие
squeal	пронзительный крик, вопль, визг

squirt	бить слабой струей; впрыскивать
steady	прочный, твердый; устойчивый, стабильный; спокойный; надежный
stickily	нерешительно
straw	солома
subtle	тонкий, нежный; едва различимый; искусный, умелый; утонченный
superstitious	суеверный
surrender	сдавать(ся), отказываться от
sword	меч, шпага
toss (tossed, tost)	бросать, кидать, подбрасывать
trim	приводить в порядок, украшать
trooping	переброска войск; построение, формирование
trumpeter	трубач
tumble	упасть, свалиться, скатиться; валяться; кувыркаться; опрокидывать
turkey	индейка
unscrupulous	недобросовестный, бесовестный, беспринципный; неразборчивый в средствах
wailing	плачущий, причитающий
warder	тюремный надзиратель, тюремщик; хранитель; часовой, страж, привратник
Whitsun	(Whitsunday) троицын день
witch	ведьма
withdraw (withdrew, withdrawn)	отнимать; забирать; изымать; уходить, удаляться
wrap (wrapped, wrapt)	обертывать, завертывать
wreath	венок

KEYS

DOWN

1. HOGMANAY
3. HALLOWEEN
4. TRICK
6. BANK
7. SUNDAY
9. TURKEY
10. LENT

ACROSS

2. SHROVE
5. MAYPOLE
6. BOXING
8. POWDER
11. PUMPKIN
12. EASTER
13. STOCKING

UNIT 8

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I. SPEAKING PRACTICE

Hobbies, Pastimes and Leisure Activities in Britain

The most common leisure activities in Britain as well as in many other countries are reading, watching TV, going to the theatre, opera, ballet, cinema, concerts, museums, exhibitions, listening to the music, going to see friends and having friends round. A hobby is not only one's favourite occupation, but something more or less systematic. Hobbies often involve collecting and making things, for example, stamp-collecting or making model ships and aeroplanes.

When we talk about everyday pursuits in Britain, it is natural to begin with a discussion of sport as English people are great lovers of sport.

Racing is a popular pastime with the English. There are all kinds of racing in England, such as horse-racing, motor-car-racing, boat-racing, dog-racing, and even races for donkeys.

Boat-racing is extremely popular in Britain. Boat races are held not only in London on the Thames but also in the universities of Oxford and Cambridge. The first boat race between Oxford and Cambridge took place in 1829. On Boat Race Saturday the banks of the Thames are crowded with people who are eager to watch the event. Some of them wear dark blue ribbons (for Oxford), and some wear pale blue ribbons (for Cambridge).

Horse-racing which began in the Arab countries spread to most European nations in the 17th and 18th centuries. In England the racing programme is continuous throughout the year. At times there are as many as fifteen race meetings on one day. The greatest of the National Hunt races, the Grand National, is considered to be the hardest in the world to win. The annual race for the "Derby" is perhaps the most famous single sporting event in the whole world. The day (in the first week in June) is almost a public holiday.

An annual British tradition which captures the imagination of the whole nation is the London to Brighton Car Rally in which a fleet of ancient cars indulge in a lighthearted race from the Capital to the Coast.

Usually those who run a race go as fast as they can, but there are some races in which people have to go very carefully if they don't want to fall. There is the "three-legged" race, for example, in which the right leg of one runner is tied to the left of the other. If the two runners try to go fast they will certainly fall. And there is the egg-and-spoon race, in which each runner must carry an egg on a spoon without letting it drop. If the egg falls, the runner must pick it up with a spoon, not the fingers.

Many people in the UK attend the so-called evening classes, connected with their hobbies, such as photography, painting, folk-dancing, dog training,

cooking, archaeology, local history, car maintenance and many others. In the classes, people find an agreeable social life as well as the means for pursuing their own hobbies more satisfactorily.

British pubs and clubs are world-famous institutions where Englishmen like to spend their free time. Both of them are an unchallenged English invention. Businessmen, solicitors, advertising men, artists, actors, salesmen and others find clubs an ideal field for operation. The club is based on two ancient British ideas – the segregation of classes, and the segregation of sexes: and they remain insistent on keeping people out, long after they have stopped attending clubs.

Much leisure time in Britain is spent in individualistic pursuits. The most popular of them is, perhaps, gardening. Most English people like gardens and that is probably why so many people prefer to live in houses. For some of them gardening is the foundation of social and competitive relationships. Flower-shows and vegetable-shows, with prizes for the best exhibits, are immensely popular, and to many gardeners the process of growing the plants seems more important than the aesthetic pleasure of looking at the flowers or the prospects of eating the vegetables.

Englishmen are also known for their devotion to animals and pets. The English firmly believe themselves to be the only nation on the Earth that is really kind to its animals.

Most people in Britain are free on Saturdays and Sundays. Everyone looks forward to the weekend. Some people like to go out of town to get away from it all for the weekend, others stay with their relatives or friends in different parts of the country, or stay in a hotel in the country or at the sea. Those who stay at home at the weekend try both to relax and to catch up with all the things they are too busy to do during the week. For women who go out to work these include housework, sewing, washing, shopping and sometimes gardening; for men these are all kinds of repairs and other odd jobs in the house, such as cleaning the car or gardening. Saturday morning is a very busy time for shopping. On Saturday afternoon the most important sporting events of the week take place – football, rugby, cricket, tennis, horse-racing, car and motor-cycle racing and other sports. Some men go out and watch, others sit and watch the sports programmes on television. Saturday evening is the favourite time for parties, dances, going to the cinema or to the theatre, in fact for ‘going out’. Having gone to bed late the night before, many people have a lie-in on Sunday morning followed by a leisurely breakfast and a Sunday paper. If the weather is fine, people may decide to go out for the day. Some people spend Sunday evening quietly at home, others go to see friends, go to a concert or film, or go out for a drink.

EXERCISES

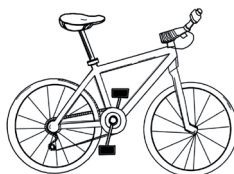
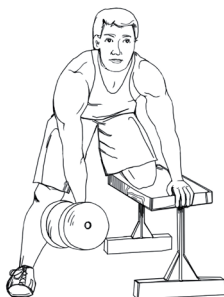
[1] *Fill in the missing parts of the sentences.*

1. British _____ are world-famous institutions where Englishmen like to spend their spare time.
2. For the foreign visitor interested in sport, _____ are excellent places in which to meet English people.
3. The English firmly believe themselves to be the only nation on the Earth that is really kind to _____.
4. Some people spend Sunday evenings quietly _____, others go to _____.
5. There are all kinds of racing in England – _____.
6. On Saturday afternoon the most important _____ events of the week take place.
7. The first _____ between Oxford and Cambridge took place in 1829.
8. Many people in the UK attend the so-called _____ connected with their hobbies.
9. An annual British tradition which captures the imagination of the whole nation is _____ in which ancient cars move from the capital to the Coast.
10. Those who stay at home at the weekend try both to relax and to catch up with such jobs as _____.
11. There are some races, for example _____, in which people have to go very carefully if they don't want to fall.
12. Much leisure time in Britain is spent in individualistic pursuits, of which the most popular is _____.

[2] *Speak about:*

1. Most popular hobbies with children in your country.
2. Most popular hobbies and pastimes with young people in your country.
3. Most popular hobbies and pastimes with older people in your country.
4. Most traditional hobbies and pastimes in Britain / your country / your native town.
5. Most up-to-date hobbies and pastimes in your country / your native town.
6. Evening classes in Britain / your country / your native town.
7. Traditional ways of spending the weekend in Britain / your country / your family.

[3] Look at the pictures and say which of these activities Englishmen / people in your country / you personally enjoy?



[4] *Express your opinion about the following.*

1. People have more leisure nowadays than ever before, but not everyone knows how to make the best use of it.
2. Sport is a good form of recreation for all people.
3. People do sports because it helps them to keep fit.
4. Sunbathing is very relaxing.
5. For most people reading is their favourite pastime.
6. Out of plenty of amusements such as watching video, going to the cinema, to the theatre, concerts or football matches video is most popular nowadays.
7. Keen chess-players, stamp-collectors, footballers, gardeners and concert-goers are all alike.

[5] *Look at the table. Complete it by putting a tick (✓) in the appropriate column for each activity. Enlarge the list if necessary.*

Spare time activities	Strong like	Like	Neutral	Dislike	Strong dislike
Television: documentaries talk shows soap operas films cartoons musicals news					
Reading: newspapers magazines fiction non-fiction					
Cinema: horror thrillers comedies romantic adventure					

Spare time activities	Strong like	Like	Neutral	Dislike	Strong dislike
Music: classical folk rock pop jazz rhythm and blues					
Sports: soccer swimming tennis jogging ice-skating golf basketball					
Other activities: theatre dancing walking collecting hunting fishing card games painting photography yoga gardening					

Make a list of things you do in your spare time and discuss it with your partner. Answer the following questions.

1. What do you enjoy doing and which activity is especially popular with you? Why?

2. What do you dislike doing?
3. Are your hobbies similar to those of other people of your age, or do you have an unusual interest?

Use the following words and expressions reflecting different degrees of liking and disliking:

to like (doing) smth;
 to enjoy (doing) smth;
 to prefer (doing) smth to (doing) smth;
 to be fond of (doing) smth;
 to be keen on (doing) smth;
 to be mad about / on smth;
 to be crazy about smth;
 to dislike (doing) smth;
 can't bear / stand (doing) smth.

[6] *Work with a partner. Make suggestions about how to spend Saturday morning, afternoon and evening. Give your reasons for your suggestions and for agreeing or disagreeing to your partner's suggestions.*

[7] *You have invited some English friends for tea in the evening. Suggest four possible topics of conversation. Suppose that one of the topics is a comparison of the ways different kinds of people spend their spare time. Carry on a discussion of this kind for a few minutes with a small group of students.*

[8] *With your partner make up a conversation on the topic: "An Unforgettable Evening / Weekend / Holiday."*

Theatre, Opera, Ballet

ESSENTIAL VOCABULARY

to go to the theatre / opera / ballet;

drama / comedy / revue / musical comedy (musical) / variety;

show — a kind of public entertainment, especially one that includes different items such as music, dancing, and comedy;

musical / variety / puppet show;

production	– a play, opera, or other show that is performed in a theatre;
grand / comic / chamber opera;	
classical / modern ballet;	
full-length / one-act / short ballet;	
company / troupe [tru:p]	– a group of opera singers, dancers, or actors who work together;
cast	– a group of actors appearing in a particular performance;
to cast	– to choose actors for particular roles in a play;
director	– a person who heads a company;
managing / associate / artistic / administrative director;	
producer	– a person whose job is to produce and finance plays, programmes, etc.;
manager	– a person whose job is to look after the company's business interests;
stage manager (designer)	– a person who is responsible for the scenery and the lights and for the way that actors or other performers move about and use the stage during the performance;
scenery / sets;	
light(ing) / sound effects;	
general / house manager	– a person who has complete responsibility for the administration of a theatre;
to direct / to produce / to stage / to present / to put on/to do a play;	
playwright / dramatist	– a person whose job is to write plays;
soloist	– a person who gives a solo;
chorus / choir	– a group of singers;
chorus- / ballet-master (mistress);	
prima donna	– the main female singer in an opera;
to play the leading role/ to star;	
to sing the main part;	
to create the title role / a highly dramatic role / a grand tragic role / the biggest role;	
supporting part	– an important part, but not the most important one;

walk-on part	– a very small part which usually does not involve any speaking;
male (female) part;	
conductor	– a person who conducts a group of singers, an orchestra, etc.;
libretto	– a book of words of an opera or musical play;
repertory / repertoire	– all the pieces of music or parts in plays that a performer has learnt and can perform;
rehearsal	– a practice of a play, dance, or piece of music in preparation for a performance;
dress rehearsal	– a final rehearsal at which actors wear costumes;
stagehand	– a person whose job is to move the scenery and equipment on the stage in a theatre;
attendant	– a person offering service in a theatre;
usher	– a person who shows people to their seats in a theatre;
costumier [kɒs'tjuːmɪə]	– a person that makes or supplies theatrical costumes;
first / opening night	– the first public performance of a play;
matinee performance	– a performance of a play which takes place in the afternoon;
evening performance	– a performance of a play which takes place in the evening;
run	– series of performances;
to enjoy / to have a long / short run at the theatre;	
cloakroom	– a place where coats, umbrellas, and so on may be left;
auditorium	– the part of a theatre or concert hall where the audience sits;
house	– spectators, audience in a theatre;
stalls	– seats in the part of a theatre nearest to the stage;
front / back / orchestra stalls;	
dress / grand / royal	– seats above the stalls;
circle	
upper circle / balcony	– an area of seats upstairs, above the main seating area;
pit	– seats in the raised back part of the ground floor;

box	– a small area of seats or room overlooking the stage where a small number of people can sit to watch the performance;
gallery	– highest and cheapest seats in a theatre;
slips	– seats that run along the very edges of the theatre;
gang-way	– a passage between the rows of stalls;
full house	– if a theatre has a full house for a particular performance, it has as large an audience as it can hold;
the House is Sold Out	– all the tickets are sold out;
stage	– a platform on which the performance takes place;
stage directions	– the notes in the text of a play which say what actors should do;
stage door	– the entrance used by actors and actresses and by employees of the theatre;
stage whisper	– a loud whisper that is meant to be heard by several people;
backstage	– an area behind the stage;
dressing room	– a room where actors change into their costumes and put their make-up on;
wings	– the sides of the stage which are hidden from the audience by curtains or scenery;
behind the wings / the curtain;	
curtain call / encore	– when actors or performers take a curtain call, they come forward to the front of the stage after a performance in order to receive the applause of the audience;
the curtain falls (drops) / is lowered / is down;	
the curtain is (up) / rises / goes up;	
the House lights go down / are dimming;	
the House lights go up;	
box-office / ticket	– an office where tickets are sold;
agency	
to book a seat /	– to buy a seat for a performance;
a ticket	
advance booking / tonight's (today's) performance window;	
to book a ticket in person / by telephone / by post;	
to buy a ticket on the night;	
to buy an unclaimed / a returned ticket (just before the performance).	

THEATRE, OPERA AND BALLET IN BRITAIN

Britain has a long and rich dramatic tradition. Theatres in the UK are of two types: subsidized and commercial. Subsidized theatres are publicly owned and supported from public funds by a subsidy from the Arts Council and the local authority. They have a permanent company of directors, actors, designers, etc., and each season stage several productions, which are presented in repertory. Commercial theatres are those which receive no subsidy and are therefore run on a commercial basis. They have to cover all their expenses from the sale of tickets, and, of course, hope to make a profit. A commercial theatre is simply a building, with no resident company. It is privately owned, and run by a manager, who arranges with a director to stage a particular production. Only one production is put on at a time, and is presented every evening as long as enough tickets are sold to make it commercially profitable. When the income from the sale of tickets falls below a certain level, the play is taken off, and the theatre manager arranges for another production to be staged, usually by a different director, who chooses mainly different actors. Only a few theatres have their permanent company. Two of them, the National itself, which stages a wide range of modern and classical plays, and the Royal Shakespeare Company, which is performing in Stratford-upon-Avon, in London, are isolated from the rest of the British theatrical world by the prestige, elegance and sophistication.

Modern critics say that British theatre is becoming more cosmopolitan in outlook and more receptive to influences from abroad. Over the past years, the theatre in Britain has gained in diversity and its image has changed. Nowadays it is more respectable, less tied to commercial considerations and more culturally ambitious.

The centre of the professional theatre is London. Theatres are very much the same in London as anywhere else. The chief theatres, music halls and cinemas are in the West End. If you are staying in London for a few days, you will have no difficulty in finding where to spend an evening. You will find opera, comedy, drama, revue, musical comedy and variety. At the West-End theatres you can see most of the famous English actors and actresses. As a rule, the plays are staged well. Choose a good play, and you'll enjoy yourself thoroughly from the moment the curtain goes up, to the end of the last act. Get your seat beforehand, either at the box-office of the theatre itself or at one of the agencies.

The performances start at about eight or half past, and finish about eleven. The interior is usually the same in all the theatres. The best seats are in the stalls, in the dress circle, and the upper circle. Then comes the pit and

last of all the gallery. Boxes, of course, are more expensive. In the gallery, alongside with seats, standing room is available for the lowest admission fee.

Alongside with principal theatres there are many suburban ‘little’ theatres in London. Some of them are to be found in the East End. Besides professional theatres there are numerous amateur theatres in the country. The Universities of Oxford and Cambridge have famous dramatic societies and there are clubs and amateur societies in many other universities and colleges of Great Britain.

Opera and ballet are generally considered to be separate from the theatre. But they have much in common. Opera and ballet are generally performed in an opera house. They are traditionally much less popular than drama in Britain, and there are relatively few opera houses. The main opera house in Britain is the Royal Opera House, Covent Garden. It maintains a high standard and draws large audiences. One ought to go there at least once during the season if one can. There you get the best of everything – a first-rate orchestra, famous conductors, celebrated singers, and good music, of course. Opera is also performed at Sadler’s Wells Theatre. Both Covent Garden and Sadler’s Wells are subsidized. Glyndebourne Opera House is a commercial one in Sussex, not far from London. Unlike most opera houses it does not have ballet. In Britain, there are hardly any opera houses in provinces. People living there see opera and ballet only when touring companies perform in a theatre or concert hall. However, interest in opera and ballet has recently increased. The Royal Ballet (the resident company at Covent Garden) has established a high reputation, and has been ranked by experts among the best ballet companies in the world.

ILLUSTRATIVE DIALOGUES

[1] *Greg Simpson is buying tickets to the theatre.*

Greg: I want three seats for Saturday, please.

Attendant: Matinee or evening performance?

Greg: Evening, please.

Attendant: You can have very good seats in the stalls. Row 3.

Greg: Oh, no! It’s near the orchestra-pit. My wife can’t stand loud music.

Attendant: Then I could find you some seats in the pit.

Greg: I’m afraid that won’t do either. My father is terribly shortsighted. He wouldn’t see much from the pit, would he?

Attendant: Hm... Perhaps, you’d care to take a box?

Greg: Well, it’s too expensive. I’m afraid, I can’t afford it.

Attendant: Dress-circle then?

Greg: I don't like to sit in the dress-circle.
Attendant: I'm afraid the only thing that remains is the gallery.
Greg: Oh, no! I'd rather take seats in the dress-circle, then.

[2] *Greg Simpson, his wife, Joan, and his father, Frank Simpson, are in the Opera House.*

Usher: May I see your tickets, please? The dress-circle. This way, please.
Would you like a programme? Opera glasses?
Greg: Yes, please. Could I have a programme and a pair of opera glasses for my father.
Joan: How full the house is tonight! Not a single seat vacant.
Frank: Oh, they are beginning to tune up. Sit down quickly, the lights are dimming.

[3] *Judy's boyfriend is inviting her to the theatre.*

Clive: I say, Judy, have you got anything special for tomorrow night?
Judy: No, not really. Why?
Clive: Would you like to go to the theatre with me?
Judy: I'd love to. What are we going to see?
Clive: I've got two tickets for a new play by an American dramatist. It's the first night. I heard the play is worth seeing. It's staged very well. The scenery is simple, but good and the acting is splendid.
Judy: And what about the seats? I hope they are not in the balcony or in the gallery?
Clive: Oh, dear, no. They're in the stalls.
Judy: Let's hope we'll enjoy ourselves. Will you call for me or shall we meet at the theatre?
Clive: I'll pick you up at 6.30, so we'll have plenty of time to get to the theatre before the performance begins.
Judy: That suits me perfectly. I'll be waiting for you.

[4] *Judy and Clive are talking during the interval.*

Clive: Well, how do you find the play?
Judy: The play is interesting, but I don't like the way it is staged.
Clive: Why, what's wrong?
Judy: Everything. Scenery, for example. There isn't any scenery worth mentioning. The first scene was laid in the park. But there wasn't any park on the stage, was there?
Clive: There were benches and some trees. The rest is left to your imagination.

- Judy: Perhaps something is wrong with my imagination, but I don't like to look at the empty stage.
- Clive: It's true, there was no scenery to stare at, but it helped the audience to concentrate on the dialogue and the acting.
- Judy: Well, I don't believe good scenery could spoil anything, it could only make the whole thing more impressive.
- Clive: By the way, do you know that in Shakespeare's theatre there wasn't any kind of scenery?
- Judy: Oh, yes, I know that. But the imagination of my ancestors must have been richer than mine.

EXERCISES

[1] *Speak about your impressions of one of the plays you've seen recently.*

What is it about?

Are there any well-known actors?

Is there anything special/unusual about the production?

Where is it on?

Who is the director?

Make detailed comments on the successful and unsuccessful features of the play.

Your comments might include both *objective* views (based on facts) – for example, the costumes didn't fit the actors properly – and *subjective* views (based on your personal feelings) – the story was boring. Give reasons for your comments.

Useful language:

a) *Overview:*

The play tells the story of ...

The script was written / produced / presented / played / designed by ...

The story is based on ...

b) *Comments on the scenery; stage; cast; costumes; scene; act.*

really	fantastic
	extraordinary
	praiseworthy

quite	interesting
	amusing

really	unimaginative tedious intolerable
absolutely	amazing fascinating original superb brilliant stunning
fairly	entertaining informative exciting unusual successful attractive
completely	humourless hopeless predictable amateurish awful unbearable

The play / stage version of ... is a success / failure.

The production / presentation / performance has aroused much admiration / controversy / interest / sympathy / pride / indignation / compassion / a feeling of spiritual enrichment.

The company gave the truly remarkable performance / a superb interpretation.

The leading actor is inexpressibly moving / a great interpretative artist / top favourite.

The actors were at their best.

The playwright keeps the audience in suspense from beginning to end.

I was absolutely thrilled with / impressed by / deeply moved by / delighted with ...

The critics are full of praise for the cast / ...

I can't say I enjoyed myself very much, for the play bored me.

The acting is extraordinarily subtle / artificial.

The scene between ... and ... is tedious and colourless.

[2] *Agree or disagree.*

1. Most people prefer to sit in the gallery.
2. The interior of the theatre and the seats are of no importance for real theatre-goers.
3. A good cast makes a good play.
4. Opera and ballet are equally popular in this country.
5. The role of producer is not very important.
6. It doesn't take many people to produce a play / opera / ballet.
7. Amateur theatre is given much attention to in your country.
8. There are not many higher educational institutions to train actors, designers, directors, etc. in your country.
9. For most theatre-goers there is no problem in getting tickets for a good play/ opera / ballet.
10. In this country there are more theatres than opera houses.

[3] *Think of the situations and make up dialogues between:*

1. The theatre-goer and the box-office girl.
2. The theatre-goer and the usher.
3. The theatre-goer and the cloak-room attendant.
4. Two friends at the theatre.

[4] *Think of the situations and make up dialogues on the following topics.*

1. Inviting a friend to an opera / ballet / play.
2. Planning to go to the first night performance.
3. Arguing about the cast of a play.
4. Passing criticism on a performance.
5. Speaking about a famous Russian actor (actress) / singer / ballet dancer.

[5] *Speak about:*

1. Your last visit to the opera house.
2. Your favourite theatrical genre.
3. The history and traditions of theatre in Britain / your country.
4. The theatrical company you like best.
5. Your favourite actor (actress) / singer / ballet dancer / playwright / director / stage manager.
6. Professional and amateur theatre in Britain / your country.
7. Plays by English playwrights staged at the theatres of your country.
8. The repertory of your favourite theatre.
9. Your views of the theatre.
10. Advantages and disadvantages of being an actor.

Cinema

ESSENTIAL VOCABULARY

to go to the cinema / pictures / movies (Am. E.);	
multi-screened	– a cinema with six or more screens;
complex (multiplex);	
film industry;	
film festival;	
film studio;	
film company;	
film star;	
feature film	– a full-length film about a fictional situation;
adventure film	– a film which describes unusual, exciting, and rather dangerous journey or series of events;
comedy	– a film that is intended to make people laugh;
musical	– a film that uses singing and dancing in the story;
educational film	– a film which is concerned with or relates to education;
travelogue	– a film about travel or about a particular person's travels;
historical film	– a film which describes or represents people, situations, or things that existed in the past;
war film	– a film about a period of fighting or conflict between countries or states;
a wartime epic film	– a long war film, whose story extends over a long period of time and tells of great events;
western	– a film about life in the west of America in the nineteenth century, especially the life of cowboys;
horror film	– a film that is intended to be very frightening;
thriller	– a film that tells an exciting fictional story about something such as criminal activities or spying;
animation / cartoon	– a film in which all the characters and scenes are drawn rather than being real people or objects;
newsreel	– a short film of national or international news events;

documentary	– a film that shows real events or provides factual information about a particular subject;
popular scientific film	– a film which describes things that relate to science and is aimed at ordinary people, not at experts;
science fiction / sci-fi	– a film about imagined scientific discoveries and advances;
black-and-white / coloured film;	
mute [mju:t] / sound film;	
dubbed [dʌbd] film;	
full-length (short-length) film;	
“U” film	– the one considered suitable for all age groups (universal);
“A” film	– the one considered suitable mainly for adults;
“X” film	– the one definitely unsuitable for children;
to shoot / to release / to produce a film	– to make a film;
to screen a novel / story / play	– to make a screen version of a novel/story/ play;
director	– a person who is responsible for the artistic side of a film;
film / art director;	
producer	– a person who finances a film and exercises general control;
manager	– a person who runs a cinema, maintaining the premises, hiring films, arranging for them to be shown, etc.;
scriptwriter / screen playwright	– a person who writes for films;
cast	– actors and actresses who appear in a film;
cameraman	– a person who is responsible for the photography or the camerawork;
dubbing actor (actress)	– an actor (actress) who replaces or adds to the sound-track of a film, esp. in a different language;
costume designer	– a person who is responsible for the costumes;
co-production	– a joint production;

- caption / subtitle – a translation of a film script, printed on the film;
wide (broad) / large / normal screen;
film buff – a person who knows a lot about films.

CINEMAS IN THE UK

Not long ago, the possibilities of the cinema were considered to be unlimited. No theatre could ever hope for such a great audience and such a broad variety of technical means in dealing with artistic problems. Nowadays, with the introduction of home video-cassette recorders, the situation has changed. The cinema is steadily losing its former positions, and the cinema attendance is rapidly declining. But since 1984, many multiplexes and cinema complexes have been built, which has encouraged more people to go to the cinema.

The history of the cinema is rich, its stages having their ups and downs. There were certain periods in the cinema history when it seemed to have nothing to say. On the other hand, there were decades of beauty and poetry, and most of the film-making nations of the world have had their own Golden Ages. The German cinema, for instance, was in its peak in the mid and late 20's; for French cinema these were the early 30's. As for the British cinema, it saw its finest hour during and right after the Second World War. Many British films are appreciated both at home and abroad, and regularly achieve success at international film festivals. Numerous short documentary films have been especially successful there having won a lot of international awards.

Cinema programmes in Britain generally used to include not only a full-length feature film and a newsreel, but a short feature film as well. There was an interval before the main film. Therefore, the complete programme lasted about three hours, and people went to the cinema for a whole evening's entertainment. Since the rise of television, however, this system has disappeared; instead they show one full-length feature film usually followed by a short documental or cartoon. Programmes normally begin around mid-day and are then repeated every two or three hours, the last show being around 8.30 p.m. Besides, there are late-night screenings on Fridays and Saturdays at most of the central cinemas. The cinema is not necessarily emptied between the showings.

All films intended for public showing are first submitted to the British Board of Film Censors. Films passed by the Board are placed into one of four categories: "U" (for "universal" showing) category means that the film

is considered suitable for any person over five years of age; “A” films are suitable for people over 5 years of age, but they contain material that some parents might prefer their children not to see; “AA” films are suitable for persons over 14 years of age; and “X” certificate means that the film is considered to be suitable for people over 18 years of age. The letters “U,” “A,” “AA” or “X” appear in brackets after the name of the film. Most Englishmen have only a very general idea of this system of certificates, except for teenagers who are affected by the restrictions. In addition it is practically impossible to enforce these restrictions strictly, since the cashier who sells tickets has no means of checking a person’s age, and can therefore only judge by appearance.

London is a major international film centre, with about 250 different films showing at any one time. There are about 50 cinemas in the central district of London alone, many of which are ultra-modern multi-screened complexes. So, if you can’t find a movie you like in London, that means you do not like movies. There is always a huge choice of home-made, foreign, new, popular, classical and special-interest films, and you can choose anything to your liking.

ILLUSTRATIVE DIALOGUES

[1] *Peter Bennett is inviting a friend of his to go to the pictures.*

- Peter: Glen, what are you doing tonight?
Glen: Nothing special, why?
Peter: Why don’t we go to the pictures?
Glen: Not a bad idea. Do you have any definite film in your mind?
Peter: Not yet. We’ll choose one when we meet.
Glen: Good. See you later.

[2] *Peter and Glen are choosing a film.*

- Peter: Let’s see what’s on today. The programme’s over there.
Glen: Oh, there’s no cartoon today. That’s a pity. I like to see the adventures of Mickey Mouse or Donald Duck.
Peter: So does my nephew Michael, but he’s 6. He’s crazy about cartoons.
Glen: Well, there’s no cartoon, but there’s an educational film about rain-forests. Are you interested?
Peter: Not much. And what about the main feature film? What is it?
Glen: “Crazy Plumber.”
Peter: Have you heard anything about it?

Glen: No, I haven't.
Peter: Well, then let's get the tickets. There are no people in the hall. The newsreel must be starting.

[3] *Peter and Glen are in the cinema.*

Glen: Well, here we are. Walk down the main aisle. Here are our seats.
Peter: The main picture starts in five minutes.
Glen: This isn't a very good seat. It would be better if you moved up to the next one.
Peter: I can't. I'm afraid.
Glen: Why not?
Peter: Someone's sitting there.
Glen: I shan't see much of the film from this seat. You should have bought us better seats.
Peter: But these were the only seats available. All the others were sold out. We should have come earlier.

[4] *Peter and Glen are discussing the picture.*

Peter: Did you like the film?
Glen: I'm afraid, I didn't.
Peter: Me, either. It's a film which tries very hard to be funny and fails consistently.
Glen: Wayne Gibson, who plays the hero, has one or two good lines but most of the time he seems to be struggling with a terrible script.
Peter: But there are a few good moments – the car chase sequence is memorable.
Glen: I agree, but still the story line is very slight.
Peter: Perhaps the director ran off the idea very quickly.
Glen: May be. I guess a great deal of money must have gone into making of "Crazy Plumber" but in the end, spectacular effects are no substitute for real humour.

EXERCISES

[1] *Speak about your impressions of one of the films you've seen recently. Use the following expressions:*

1. This is the most wonderful / exciting / awful picture that has ever come out.
2. The film deals with... / the plot centres around...

3. The picture reflects... / embodies... / is devoted to...
4. The film / plot / scene / situation is thrilling / exciting / fascinating / disgusting / laughable / powerful / astonishing / absorbing.
5. The film is above praise / beneath criticism.
6. From beginning to end the audience were in a state of excitement / were holding their breath with anxiety / were rocking with laughter.
7. The film left / produced a deep and lasting impression upon...
8. The film drove the audience into hysterics.
9. The central figure is...
10. It appeals so (very) much to the audience.
11. The actors created true-to-life images.
12. N. was the most marvellous actor I had ever seen.
13. While watching the film, I was most impressed by...
14. It's not a film to everyone's taste.
15. The film was a hit with the public / was a complete flop.
16. The film is (not) worth seeing.

[2] *Give a review of a film you have recently seen and liked / disliked. Mind that a review should guide and inform. It is not a mere telling of the story. Use the following outline:*

1. Type of film
2. Storyline (plot)
3. Direction
4. Acting
5. Set
6. Special effects
7. Sound-track
8. Stunt
9. General impression and conclusion

[3] *Working in pairs discuss the films you have seen. One of the speakers is supposed to tell his friend about a film he liked, the other about a film he disliked.*

For example:

- A: I've seen a film that was a hit with the public. It's above praise. For one thing, the camerawork was done artistically...
- B: I was less fortunate. The musical I saw was a complete flop. The leading actor was miscast.

[4] *Agree or disagree.*

1. In the 20th century people are much more fascinated by theatre than by cinema.
2. Cinema can help a lot in the field of education.
3. Cinema is an art of illusion.
4. Violence should not be shown on the screen.
5. The success of a film mainly depends on the film director.
6. Screen versions of books prevent people from reading.
7. The art of cinema is for mere entertainment.
8. All films should be classified according to their suitability for children and adults.

[5] *Think of situations and make up dialogues between:*

1. A cinema-goer and a cashier.
2. A cinema-goer and an usher.
3. Two friends at the cinema.

[6] *Think of situations and make up dialogues on the following topics:*

1. Choosing a film.
2. Choosing a cinema.
3. Buying tickets.
4. Looking for the seats.
5. Discussing the film just seen.
6. Arguing about the cast of a film.
7. Comparing the screen version of a novel (story, play) with the original.
8. Passing criticism on a film.
9. Speaking about favourite actors (actresses).

[7] *Speak about:*

1. The place of cinema among the other arts.
2. Your favourite actor (actress) / film / film director.
3. Different genres of films and their impact on the audience.
4. Films for entertainment and education.
5. Inborn gifts and acquired skills in acting.
6. The history of cinema.
7. International film festivals.
8. Cinemas in your country / native town.
9. Cinema and theatre in modern art.
10. Ways of advertising films.
11. Cinemas in Britain and in your country.

[8] *Carry out a survey aimed at finding out the taste of your friends in films. Compile a questionnaire and ask your friends to fill it in. Analyze the results of your survey.*

[9] *Develop acceptable standards for films to be shown in your country.*

You are members of a newly formed National Bureau of Film Standards which has the job of establishing a rating system for films.

You have written a rough draft of some standards regulating which films can be shown to certain age group.

Children ages: _____ / Young people ages: _____ / Adults ages: _____

CONSIDER THE FOLLOWING ITEMS:

A. Films that are suitable for everyone including children must not contain _____.

B. Films that are suitable only for adults (not for adolescents or children) include the following types of content _____.

C. Films that are judged illegal and must not be shown to any age group include _____.

Music

ESSENTIAL VOCABULARY

classical / serious / chamber / light / rock / country / folk / Latin / pop music;

concert hall – a large room or building which is used for concerts;

venue – a place fixed for a concert;

symphony / chamber / pop / jazz concert;

promenade concert (prom) – a type of popular symphony concert in Britain which takes place every evening for a season during the summer, and where many of the audience stand (which makes the tickets cheaper) and the atmosphere is very informal;

recital – a concert given by one performer or a small group with reference to classical music;

piano / violin / organ recital;	
work	– a piece of music produced by a composer;
number	– a short piece of music, a song, or a dance;
piece (of music)	– a musical composition;

Performers

orchestra	– a large group of musicians who play a variety of different instruments together;
band	– a small group of musicians who play popular music such as jazz, rock, or pop;
group	– a number of musicians who perform together, especially the ones who play popular music;
ensemble [ɒnˈsɒmbəl]	– a group of musicians who regularly perform together.

Musicians

composer	– a person who writes music, especially classical music;
conductor	– a person who stands in front of an orchestra or choir and directs its performance;
leader	– the most senior violin player, who acts as a deputy to the conductor;
singer	– a person who sings, especially as a job;
singer-songwriter	– someone who writes and performs their own songs, especially popular songs;
player	– a musician;
a piano / violin player.	

Instrumental works

concerto	– a piece of music written for one or more solo instruments and an orchestra;
a concerto for (two violins and string orchestra);	
overture	– a piece of music, often the one that is the introduction to an opera or play;
sonata	– a piece of classical music written either for a single instrument, or for one instrument and a piano;
suite	– orchestral composition made up of three or more related parts.

Vocal works

song	– words and music sung together;
madrigal	– a song sung by several singers without any musical instruments;
aria	– a song for one of the leading singers in an opera or choral work;
cantata	– a fairly short musical work for singers and orchestral instruments;
oratorio	– a long piece of music with a religious theme which is written for singers and an orchestra;
requiem	– a piece of music for singers and musicians that can be performed either as part of a requiem mass in a Catholic church service or as part of a concert;
choir	– a group of people who sing together;
choral singing;	
to sing in (two / three / four) parts / in unison.	

Voices

soprano	– a woman, a girl, or a boy with a high singing voice;
(contr)alto	– a woman with a low singing voice;
(male) alto	– a man who has the highest male singing voice;
tenor	– a male singer whose voice is fairly high;
bass	– a man with a very deep singing voice.

Instruments

string section	– musical instruments that have strings, such as a violin, a guitar, etc.;
(the strings)	
woodwind (section)	– musical instruments such as flutes, clarinets, that are played by blowing in them;
brass (section)	– the section of an orchestra which consists of brass wind instruments such as trumpets and horns;
percussion (section)	– musical instruments that are hit, such as drums and cymbals;
tune / melody;	

- to tune (up) the instrument – to adjust the instrument so that it produces the right notes;
- to play the piano / the guitar / the violin, etc.;
- to accompany someone on the piano, etc.;
- to make one's debut – to make one's first appearance on a public stage;
- to perform at a concert – to play, dance, etc. in front of an audience; to give a recital;
- encore – a short extra performance at the end of a longer one, which an entertainer gives because the audience asks for it;
- to play / to sing / to give an encore;
- to be on the programme.

MUSIC IN BRITAIN

Britain is world famous for its literature, painting and theatre, but not for its composers. Still, the British music in the twentieth century is extremely varied, and the musical activity in Britain has reached highest level since Tudor times. It was enriched by the symphonies of Sir Edward Elgar (1857–1934) and Ralph Vaughan Williams (1872–1958), as well as the poetic works of Frederic Delius (1862–1964), who are considered to be the greatest classical music composers of Britain and represent the country on the international scene.

Choral singing, which is one of the main features of British musical life, remains as popular as ever, particularly in the North of England and Wales. There are choirs in most schools of the UK, and many adult choirs, both amateur and professional.

Folk music is extremely popular, particularly in Scotland. The McCalmas, for example, are one of Scotland's most famous folk groups. It is noteworthy that they are well-known not only in Scotland but throughout the world. Their three-part harmony singing and good humour win them fans whenever they perform. Besides singing, they play a variety of instruments, the guitar being the most important of all. Folk music festivals are very widely held throughout the UK. Every summer thousands of folk music fans come to Cambridge for one of the biggest festivals of folk music in England. The festival takes place in the grounds of an old house, where there is enough room for people to put up their tents if they want to stay overnight.

Although there has been no jazz of British origin, jazz is quite popular in Britain. Many attempts are made to combine it with rock, which gives rise to some new trends in music.

The thing which makes Britain rank high among the other countries of the world is pop music, of course. Its numerous trends as well as substantial historical background deserve to be discussed in more details.

Since early fifties pop music has been the enthusiasm and the entertainment of the youngsters. Recently it has joined forces with beat and protest songs to express discontent, disillusionment and social protest. With the emergence of the Beatles and the Rolling Stones in the early 1960's, an entirely new style began to form. The new music originated from blues, rock'n'roll and folk music bringing together separate musical traditions. The new groups turned to the full range of electric amplifiers, which made possible a fantastic increase in volume. The music became as loud and penetrating as the human ear could stand, and thereby achieving a "total" effect. Thus, the audience of passive listeners turned into the audience of total participants, feeling the music in all their senses. In this way, the music became a multimedia experience, a part of total environment and had an enormous effect on different aspects of people's lives, in particular, on the kind of clothes they wear.

In the mid-60s the so-called Mods' (those who supported the "modern" style of dressing) became the leaders of teenage fashion. Short hair and smart suits were in vogue. Most of the Mods' had scooters usually decorated with large numbers of lights and mirrors. Their greatest enemies were the Rockers who despised the Mods' scooters and smart clothes. The Rockers listened mainly to rock-and-roll, rode powerful motor-bikes, had long untidy hair, and wore thick leather jackets.

Towards the end of the 60s a new group appeared. These were the Hip-pies, whose ideas started in California, the USA. Their philosophy was that of peace and love. They wore simple clothes, blue jeans and open sandals, and grew their hair very long. Music began to include strange sounds and images, and it was to a large extent due to the influence of the Beatles.

At the end of the 70s another style of music and dress appeared, the Punk Style. Punk bands sang loud, fast and tuneless songs about anarchy and destruction and their clothes showed a rejection of conventional styles of dress.

In the 1980s many new bands emerged. The so-called "heavy metal music" became very fashionable. It was easily recognized by its high volume and use of electric guitars. A new interest in discos and dancing, or merely shaking to the rhythm of the music, came from America. Many of the new bands of the 80s were able to use the changes in technology to develop their

music. Computerized drum machines, synthesizers and other electronic instruments became just as popular as the electric guitar.

Many other trends in pop music began to emerge under the influence of different types of music from all over the world, the variety being so great that it is not even possible to enumerate all the existing trends and origins. Reggae, for example, which comes from Jamaica, is mainly the music of teenagers. Another trend called ragga brings together rap, which is of Black American origin, and reggae. There are so many different trends and styles in music, as well as bands and groups, that it is very difficult for them to remain equally popular. Most of them do not last long, and very few groups stay in the Top 20, a list of best-selling records, for more than a couple of weeks.

The variety of the British music scene is really impressive. If you like music you can use every possibility of listening to it, choosing whatever you like according to your musical taste. You can go to a classical music concert, a techno night at the local club, or see your favourite reggar band live on stage. Most clubs play different types of music attracting various types of people of all ages and various taste in music.

In London the principal concert halls are the Royal Festival Hall on the South bank of the Thames and the Royal Albert Hall, Kensington, where the annual summer season of Promenade Concerts is given. This event is sometimes referred to as the greatest musical festival in the world. Stars who are sure to fill thousands of seats play Wembley Stadium in the summer time when the football season is over. In winter, pop stars prefer the famous Hammer-smith Odeon. So, London can be called the home of music as it welcomes different musicians who represent various music trends and styles.

ILLUSTRATIVE DIALOGUES

[1] *Frank Simpson is inviting a colleague of his to a concert.*

Frank Simpson: Would you like to attend a violin recital or a performance of Chopin's music?

Ruth McKenna: I would rather hear Chopin.

Frank Simpson: Very well.

Ruth McKenna: Who is the pianist?

Frank Simpson: I'm sorry, I can't remember the name. It's one of the young pianists. They say, his technique is lovely and his interpretation of Chopin is marvellous.

Ruth McKenna: That sounds very nice. I hope we'll enjoy it.

[2] *Frank Simpson and his son are talking about the concert.*

Greg: Did you like the concert?

Frank: Yes. It was an unforgettable and happy experience!

Greg: What was on the programme?

Frank: Chopin's music.

Greg: How did you like the pianist's rendering?

Frank: Wonderful! He's a truly creative pianist. He gives vitality to every note. No wonder he captivated the audience. Many encores were demanded.

[3] *Judy's boyfriend is making plans for tomorrow night.*

Clive: What are you doing tomorrow night?

Judy: Nothing. Why?

Clive: Well, do you like jazz?

Judy: Yes, I do, very much.

Clive: Which do you like best? Modern or traditional?

Judy: I like both, actually.

Clive: There's a "Weather Report" concert at Ronnie Scott's. Would you like to come?

Judy: Oh, yes. They're my favourite group.

EXERCISES

[1] *Describe the best concert you've ever been to using the following expressions:*

1. To captivate the audience / to win admiration.
2. To applaud / to give a grand (stormy) ovation.
3. To communicate (the) music... to the listeners through a masterly technique.
4. To give living shape and vitality to every phrase.
5. To play / to sing / to dance with supreme confidence.
6. Truly creative pianist / violinist / singer, etc..
7. Conductor / pianist, etc. of outstanding talent.
8. Musical genius.

[2] *Discuss with your friend your recent visit to a Concert Hall giving attention to the following points.*

1. Getting tickets.
2. Programme.

3. Performers / musicians.
4. Your impressions of the music / performers / musicians.
5. Reaction of the audience.

[3] *Develop the situations.*

1. You are a rock fan. Describe a rock concert to your friend, who is also a rock fan.
2. You hate rock. Describe a TV rock show to a friend.

[4] *Agree or disagree.*

1. People of all generations should know classical music well.
2. Everybody should receive musical education.
3. People enjoy music more if they know more about it.
4. Pop music has become part of everyday life.
5. Going to a concert hall is always much better than listening to the music on the radio or watching concerts on TV.
6. Every country has its own musical traditions.
7. The effect of modern technology on music is harmful.
8. It is necessary to acquire good musical education in order to become a composer / singer / player nowadays.
9. If you want to know a person's character study his tastes in music.
10. Music is one of the main branches of modern art.
11. Further development of music is non-predictable.
12. Further generations of people will easily do without music.

[5] *Imagine that someone wants to organize a Pop Music Festival in your own town or village. Work in groups and discuss the advantages and disadvantages of this idea.*

Group 1: You are shop-keepers.

Group 2: You are pop music fans.

Group 3: You are policemen.

Group 4: You live in the town / village. You don't like pop music.

Group 5: You are school and college teachers.

[6] *Think of situations and make up dialogues between:*

1. Two concert-goers before the concert.
2. Two concert-goers after the concert.
3. The classical music fan and the pop music fan.
4. Two rock fans.

[7] *Think of situations and make up dialogues on the following topics:*

1. Inviting a friend to a concert of classical / pop music.
2. Discussing a concert of classical / pop music.
3. Comparing different kinds of music.
4. Arguing about the most popular singer / composer / pianist, etc..
5. Passing criticism on a concert / singer / composer / pianist, etc..
6. Speaking about world-famous composers / singers / pianists, etc..
7. Comparing collections of records / tapes / CDs, etc..
8. Choosing records / cassettes / CDs in a shop.
9. Exchanging records / cassettes / CDs.

[8] *Speak about:*

1. Your favourite kind of music / composer / singer / pianist / group, etc.
2. Trends of modern music.
3. History of rock music.
4. Music of your generation.
5. The most popular musicians in Britain / your country.
6. Music and education.
7. Music and mass media.
8. Fashion and music.
9. World famous international concerts.
10. Folk music festivals in Britain and in your country.
11. Music and modern technology.
12. Advantages and disadvantages of tape / cassette recorders / record players/ headphones / CD players.
13. Someone's experience of being a member of an amateur group.
14. Musical fans.
15. Music in the life of your country / family.
16. Pop music / rock / classical, etc. music festival held in your home town.

Playing Games and Doing Sports

ESSENTIAL VOCABULARY

A. Games

game – an activity in which you follow fixed rules and try to win against an opponent;

to play a game;

to play against someone at a game;

board game	– a game such as chess or draughts, which people play by moving small objects around on a board;
chess	– a game for two people, played on a chessboard. Each player has 16 pieces, including a king. Your aim is to move your pieces so that your opponent's king cannot escape being taken;
draughts	– a game for two people, played with 24 round pieces on a board;
dominoes	– a game in which players put small rectangular blocks marked with two groups of spots on one side onto a table in turn;
basketball	– a game in which two teams of five players each try to score goals by throwing a large ball through a circular net fixed to a metal ring at each end of the court;
volleyball	– a game in which two teams hit a large ball with their hands backwards and forwards over a high net. If you allow the ball to touch the ground, the other team wins a point;
badminton	– a game played by two or four players on a rectangular court with a high net across the middle. The players try to score points by hitting a small, feathered object, called a shuttlecock, across the net using a racket;
lawn tennis	– a game played by two or four players on a rectangular grass court. The players use rackets to hit a ball over a net which is placed across the middle of the court;
table tennis	– an indoor game played by two or four people. The players stand at each end of a long table which has a low net across its middle and hit a small light ball to the other side of the table, using small bats;
squash	– a game in which two players hit a small rubber ball against the walls of a court using rackets;

billiards	– a game played on a large table, in which you use long stick called a cue to hit small heavy balls against each other or into pockets around the sides of the table;
pool (snooker)	– a game played on a large cloth-covered table. Players use a long stick called cue to hit a white ball across the table so that it knocks coloured balls with numbers on them into six holes around the edge of the table;
(Association) football	– a game in which two teams of eleven players use a round ball. Players kick the ball to each other and try to score goals by kicking it into a large net;
rugby (football)	– a game played by two teams using an oval ball. Players try to score points by carrying the ball to the opponents' end of the pitch, or by kicking it over a bar fixed between two goalposts;
netball	– a game played by two teams of seven players, usually women. Each team tries to score goals by throwing a ball through a net on the top of a pole at each end of the court;
bowling	– a game in which you roll a heavy ball down a narrow track towards a group of wooden objects to knock down as many of them as possible;
cricket	– an outdoor game played between two teams. Players try to score points, called runs, by hitting a ball with a wooden bat;
croquet	– a game in which the players use long-handled wooden mallets to hit balls through metal arches stuck in a lawn;
darts	– a game in which you throw a small, narrow object with a sharp point, called a dart, at a round board which has numbers on it;
golf	– a game in which players use long sticks called clubs to hit a small, hard ball into holes that are spread out over a large area of grassy land;

lacrosse	– an outdoor game in which players use long sticks with nets at the end to catch and throw a small ball, in order to try and score goals;
ice hockey	– a game played on ice between two teams of six players who use long curved sticks to hit a small rubber disk called a puck and try to score goals;
field (grass) hockey	– a game played between two teams of eleven players who use long curved sticks to hit a small ball and try to score goals;
polo	– a game played between two teams of players. The players ride horses and use wooden hammers with long handles to hit a ball;
water polo	– a game played in a swimming pool in which two teams of swimmers try to score goals with a ball;
to win the match/the game;	
to lose the match/the game;	
to draw the match /the game	– to end the match/the game with the same numbers of points;
to win / to lose / to draw the game / match;	
to score a goal / a point	– to gain a goal or point;
umpire	– a person whose job is to make sure that a sports match or contest is played fairly and that the rules are not broken;
to umpire a match	– to be the umpire in a sports match;
referee	– an official who controls a sports match such as a football match or a boxing match;
to referee a football match.	

B. Sports

sport	– a competitive leisure activity which needs physical effort and skill, e.g. football, basketball, tennis, etc.;
to play football / tennis, etc.	– to take part in that sport or game;
to do gymnastics / karate	– to take part in a sport that you have to learn and practise alone, either for enjoyment or in order to become skilled enough to compete in it;

to go skiing / jogging, etc.	– to take part in a sport or activity, especially for enjoyment and not in order to compete against people;
a player / a sportsman / sportswoman / a competitor;	
(non-)competitive sport	– sport in which people (do not) compete with other;
to compete with smb.;	
team	– a group of people who play together against another group, especially when the number of players is fixed by the rules of the sport;
athletics	– track and field sports such as running, the high jump, and the javelin;
gymnastics	– physical exercises that develop your strength, coordination, and agility;
aerobics	– a form of exercise which increases the amount of oxygen in your blood, and strengthens your heart and lungs;
weightlifting	– a sport in which a competitor who can lift the heaviest weight wins;
body-building	– an activity of doing special exercises regularly in order to make your muscles grow bigger;
jogging	– an activity of running slowly as a form of exercise;
wrestling	– a sport in which two people wrestle and try to throw each other to the ground;
boxing	– a sport in which two people wearing large padded gloves fight according to special rules;
horse riding	– a sport in which horses are ridden by jockeys run in races, sometimes jumping over fences;
steeplechase	– a long horse race in which the horses have to jump over obstacles such as hedges and water jumps;
motor-racing	– a race in motor cars;
stock-car racing	– an activity of racing specially adapted cars round a circuit, crashing into other cars when necessary in order to get past them;
cycling	– an activity of riding a bicycle as a form of sport or recreation;

swimming	– an activity of swimming, especially as a sport or for pleasure;
yachting	– a sport or an activity of sailing a yacht;
rowing	– a sport in which people or teams race against each other in boats with oars;
windsurfing	– a sport in which you move along the surface of the sea or a lake on a long narrow board with a sail on it;
parascending	– an activity of being pulled out of the water and through the air by a speedboat and parachute;
hang-gliding	– an activity of flying an unpowered aircraft which consists of a cloth wing stretched over a light frame-work;
mountaineering	– an activity of climbing the steep sides of mountains as a hobby or sport;
pot holing	– a leisure activity of exploring underground caves;
abseiling	– an activity of descending a cliff or a rock face using a rope;
speed skiing	– skiing down high, steep slopes at great speed as a form of sport or for pleasure;
tobogganing	– steering a specially designed sledge down icy slopes at high speed as a form of sport or for pleasure;
bungee jumping	– an activity of jumping from a high place such as a bridge or cliff with a long piece of elastic cord tied around your ankle connected to the bridge or cliff;
fencing	– a sport in which two competitors fight each other using very thin swords;
shooting	– hunting animals with a gun as a form of sport or recreation;
rifle shooting	– hunting animals with a rifle as a form of sport or recreation;
fishing	– a sport or hobby of catching fish.

C. Sports grounds

course	– an area of land where races are held or golf is played, or the land over which a race takes place;
court	– an area in which you play a game such as tennis, badminton, or squash;

gym	– a club, building, or large room, usually containing special equipment, where people go to do physical exercises;
pitch	– an area of ground that is marked out and used for playing games such as football, cricket, or hockey;
ring	– a place where a boxing match takes place;
rink	– a large area where people go to ice-skate or roller-skate;
stadium	– a large sports ground with rows of seats all around it;
track	– a piece of ground, often oval-shaped, that is used for races involving athletes, cyclists, cars, or horses.

D. Sports equipment

round / oval-shaped / hard / rubber / wooden / inflated ball;
tennis / squash / badminton racket;
golf club;
hockey / lacrosse stick;
table tennis / cricket bat;
croquet mallet;
billiards / pool / snooker cue;
badminton shuttlecock;
ice hockey puck;
dart;
rowing oar;
fishing rod / line.

PLAYING GAMES AND DOING SPORTS IN BRITAIN

Sport plays a very important role in the life of people in the UK. The British enthusiasm for competitive sport has given the world soccer and rugby football, golf, tennis, boxing, rowing and many other sports and games, as well as many sports terms such as “corner,” “penalty,” “goal,” etc. Many idioms in the English language have come from the world of sport, for example “to play the game” means “to be fair,” and “that’s not cricket” means “that’s not fair.”

Football is the most popular sport in Britain. A lot of people support their local clubs at matches on Saturday afternoons, or watch the matches live on television. There are two types of football: Association football in which

only feet are used, and rugby football (or rugger), in which the ball is thrown as well as kicked.

There are plenty of amateur football clubs, and every large town has at least one professional club. Most of these clubs in England and Wales belong to the Football League. Scotland has its own separate system, and there are not many professional teams in Northern Ireland. The Football League in England and Wales has four divisions. Each division contains twenty-two teams, and at the end of each season the top three clubs from lower divisions are promoted to a higher one. Those who are at the bottom are relegated.

There are two main prizes each season. The football league championship is won by the team that is top of the first division, whereas the FA cup (FA stands for Football Association) is a knockout competition between all the teams of the league. The final of this competition takes place every May at the famous Wembley Stadium in London. Some of the best-known clubs in England are Manchester United, Liverpool and the Arsenal. In Scotland either Rangers, Celtic or Aberdeen usually win the cup or the championship.

Rugby football was first played at Rugby School from which it derives its name. Rugby is the “handling” game played mostly by teams of fifteen amateurs.

The game particularly associated with England is cricket. Organized amateur cricket is played between club teams, mainly on Saturday afternoons. Nearly every village, except in the far north, has its cricket club. Cricket is a game impossible to describe to foreigners and they are usually unable to appreciate it. It is at times not so much a game as a kind of dignified public ritual performed by twenty-two men in white flannels and two umpires dressed in white coats. The two men holding bats are batsmen. The eleven others are their opponents, the fielders. In fact there are nine absent players: they are the remaining batsmen who are nervously waiting for their turn to play.

One of the batsmen is positioned in front of the stumps. From the other end of the pitch the bowler projects the ball. The purpose of this is to hit the batsman’s stumps and thus get him “out.” The batsman is also out if the ball hits his leg when, in the opinion of the umpire, it would have gone on to hit the stumps. As well as trying to defend his stumps, the batsman also tries to hit the ball in order to score runs (these are points). The batsman is also out if one of the fielders catches the ball. A run is scored when the batsman hits the ball and runs to the other end of the pitch. His partner simultaneously runs to his end of the pitch and takes the strike. Naturally the further you hit the ball, the more runs you can take. The batting side continues to bat until ten of its players are out. This marks the end of the innings and it is now the turn of

the fielding side to bat. Their task is to score more runs than the other side. In amateur games each side usually has one inning. In professional games the teams each have two innings and the game lasts for three days. In the case of test matches (internationals) the game lasts for five days. Surprisingly enough, this is often an insufficient length of time to obtain a result and the game can end in a draw.

Lawn tennis is played by very many people. There are plenty of tennis clubs and every town has numerous tennis courts (grass or hard courts). The annual championship held at Wimbledon (All England Lawn Tennis Club) at the end of June and beginning of July is the main event of the lawn tennis season both in Britain and in the world, for these championships are generally regarded as unofficial world lawn tennis championships.

Golf was originally a Scottish game but it is now popular in the other parts of Britain, as well as in the USA, especially among businessmen. The game consists essentially of hitting a hard little ball with a stick and then walking after it. There are nine or eighteen holes made in the ground about a hundred yards apart from each other. Around each hole there's a smooth flat lawn. You hit the ball from the hole to hole and the player who reaches the last hole with the fewest strokes wins the game. Golf is an awfully exciting game, and requires great skill.

Hockey is another outdoor game played with a ball and hooked sticks. In Britain hockey is more commonly played by women than men. The game is sometimes called field or grass hockey to distinguish it from ice hockey. Ice hockey is also played, but it is not very popular.

Netball is also a very popular game for girls and women. It is a game similar to basketball played on a hard-surfaced outdoor court.

Polo, a game played on horseback, was brought to England from India. It is mainly an upper class sport. The game is similar to football, because each side has to drive the ball into the enemy's goal. But the players are on horseback, and they hit the ball with long clubs which look like hammers.

Bowls is another popular game which has been known in Britain since the 13th century. In 1905 the International Bowling Board was founded and today it has nine members, mainly British Commonwealth countries.

The most commonly practised aquatic sports are rowing, sailing (yachting) and swimming. The main rowing events of the year are the traditional University Boat Race between Oxford and Cambridge held on the Thames in London, and Henly Royal Regatta, which is unofficial world championship, held at Henly-on-Thames in the first week of July. One of the great events of the yachting world is Cowes Week (at the Isle of Wight).

Horse-racing is the chief spectator sport in England. There are two forms of horse-racing: flat racing and steeplechasing (i.e. racing with jumps). The outstanding events in flat racing are the Derby, run at Epsom in early June, and the Royal Ascot near Windsor, also in June. The Derby is named after Lord Derby, who founded the Epsom race in 1779. The Royal Ascot race meeting is known as a great social event. The best-known steeplechase is the Grand National, run at Aintree near Liverpool.

Athletics and gymnastics are practised at school but not many towns have running tracks for public use. Shooting and fishing are the two traditional pursuits of rich Englishmen. The word "shooting" usually means fox hunting on horseback with a pack of hounds. It is the preserve of the aristocracy and the rich. Fishing is the least exclusive of the two country sports.

Other sports practised in Britain are boxing, fencing, wrestling, judo, mountaineering, motor racing, cycling, rifle shooting, squash, croquet, lacrosse. Indoor games played in Britain include billiards, table tennis and badminton. Basketball is also played in Britain, but is not very popular. Neither is volleyball, a game of American origin.

Also, there are various board games which are rather popular among the English: draughts, dominoes, or chess.

ILLUSTRATIVE DIALOGUES

[1] *Greg and Joan Simpsons are discussing how to define a sport.*

Greg: When I think of golf I don't quite think of it as a sort of real, physical sport.

Joan: Yes, actually. I read somewhere that the definition of sport is that it involves a moving ball... In other words, when you hit the ball, the ball is moving.

Greg: Yeah. So golf...

Joan: So golf can't be classified as a sport. That is a pastime.

Greg: That's interesting. What about things that are in the Olympics, like ice-skating? Do you think those are sports? I always find those very difficult because there isn't a definitive result. It always has to be judged by somebody.

Joan: Yes. That's more in the line of dance.

Greg: Yes, but it's a sport.

Joan: Isn't sport in that sense defined by its competitiveness? Maybe that's the definition of sport.

Greg: But that would include all sorts of games as well.

Joan: Ah. That's true. So that can't be right.
 Greg: What about things like aerobics, or body-building, or weightlifting?
 Joan: Oh, I wouldn't call that sport.
 Greg: They are not competitive, are they?
 Joan: Yeah, it's strange. But I would consider some of those as sport, because if people ask "Do you do any sport?" then I say, "Well, yes, twice a week I do aerobics," so I consider that as a sporting activity.
 Greg: But that's not really sport, that's exercise. I think that in a sport you have to be competing against somebody else, whereas in aerobics, or weightlifting, you're competing against yourself, you try to improve yourself. You can't really have a competition in aerobics.
 Joan: What about pool?
 Greg: Pool can be competitive, but it's not a sport. It's not making you very healthy, is it?
 Joan: So sport must be competitive and physical.

[2] *Peter and Jane Bennetts are choosing a board game to play.*

Jane: Nothing on television tonight?
 Peter: No, nothing interesting. Why don't we play a game?
 Jane: A game? I don't know any games. Do you mean card games?
 Peter: No, I hate card games. In my childhood I used to play quite a few board games. I think, I still remember some of them.
 Jane: Really? Will you teach me?
 Peter: Sure. My favourite game was Fox and Geese. It's a very old game for two players. We need a board in the shape of a cross. I think we can easily make it. Then, there are 13 pieces: 12 black ones – they represent geese and one white one in the centre; this white piece is the fox.
 Jane: And do you remember the rules?
 Peter: Yes, I think so. The fox can win by capturing the geese and the geese can win if they corner the fox. It's not too difficult to play but where shall we take the pieces?
 Jane: Do you know any game that needs no equipment?
 Peter: Let me think... Oh, yes. Garden Path. It's fairly easy to make your own equipment for this game because we can use ordinary matches instead of special counters or pegs. Now, for the board, we need to draw a grid of 25 squares with the sides labelled North, South, East and West. Then we'll need 15 matches for each of us – 30 in all.

Jane: What is the aim?
 Peter: The aim is to make a continuous line of matches from one side to the other. It's pretty easy. Shall we try?
 Jane: OK.

EXERCISES

[1] *Where can you perform the following activities? Put them in as many columns as possible. Check your answers (p. 381).*

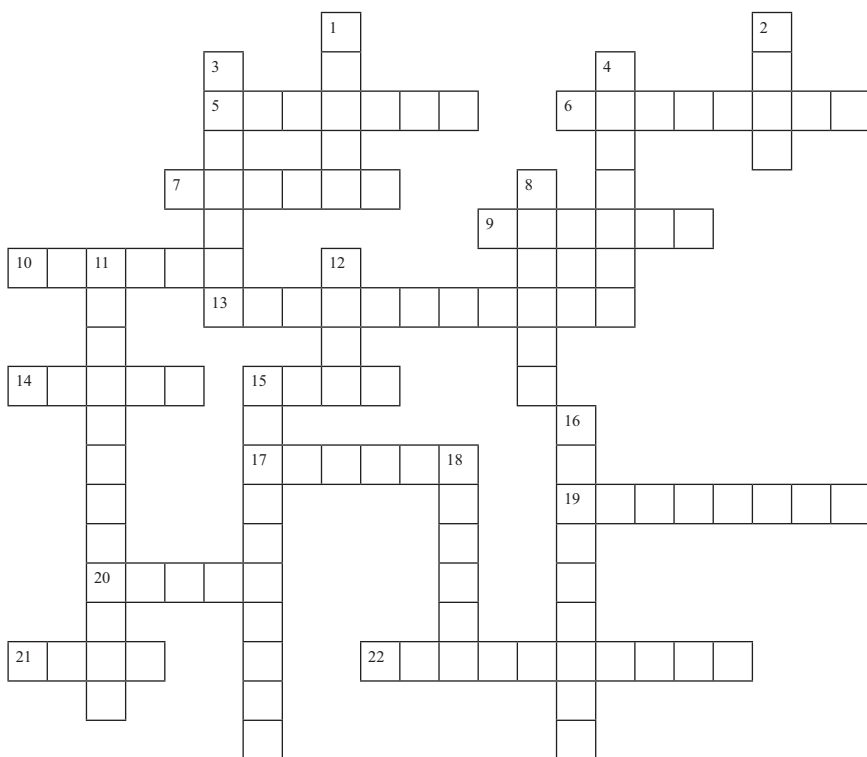
cricket	shooting	pot holing
golf	boxing	wrestling
tennis	lacrosse	cycling
snooker	badminton	ice-hockey
rowing	bowling	roller-skating
aerobics	football	motor racing

gym	track	court	course	pitch	rink	ring	outdoors

[2] *Fill in the following crossword. Check your answers (p. 381).*

Across

5. Someone who controls a football match.
6. Favourite sport in England.
7. A very fast indoor game similar to tennis played by two people.
9. Racing in boats with oars.
10. His job is to make sure that the rules of a sports match are not broken.
13. Travelling downhill on snow or ice in a sledge.
14. Ground used for racing.
15. A Scottish game now popular in Britain, especially among the business community.
17. An equipment used to play croquet.
19. A game played with round pieces on a board.
20. English pub game.
21. That's where people go ice-skating or roller-skating.
22. An indoor variant of netball, which is originated in the USA.



Down

1. This game is a real brainteaser and it also requires a lot of patience because it takes hours to win it.
2. To score it is the objective of most games.
3. A slow lawn game for individuals, in which wooden balls are struck with a wooden hammer through small hoops.
4. Very slow running for exercise.
8. A violent sport.
11. Those who enjoy both swimming and flying take part in this sporting activity.
12. This game is played on a large cloth-covered table with six holes around its edge.
15. A set of exercises that develop your physical abilities.
16. A game for two or four people played with a shuttlecock.
18. A game for two people or two pairs of people who use rackets.

[3] *Match the names of six popular games in Britain with the six written descriptions. Check your answers (p. 381).*

1. The game was invented 500 years ago by American Indians, as a way of preparing their men for war. In Britain it is not played by all the population but is considered a public school sport. The game is played on the pitch with teams of 12 players. In this game the ball is caught in, carried in, and thrown from a kind of long-handled racket with a net. The objective is to score goals. It's a fast and an aggressive game: there are quite a few head injuries because the sticks are usually in the air and the ball is made of hard rubber.

2. This game is often called the English national game. Many other games are English in origin, too, but this game has never been adopted in foreign countries. The scoring of this game is a mystery even to many British people. Each team takes it in turns to bat. The bat is held with both hands, the bottom of the bat resting on the ground. The other team bowls and gets the ball back. Players usually wear white clothes.

3. This game is mostly played by amateurs. The goalposts in this game are in the shape of the letter "H." The ball looks as though someone has sat on it. There is a lot of pushing.

4. This game is played on a court with a net separating the two halves of the court. The players usually spin a racket to determine who starts. The player who starts continues to serve until he or she loses a point. The serve then passes to the other player. The object is to score points by causing the shuttlecock to touch the floor in the opponent's court. The winner is the player to reach 15 points first.

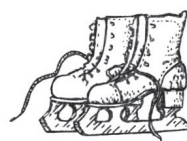
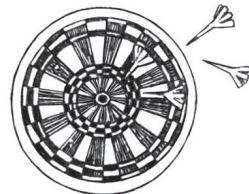
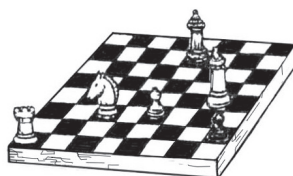
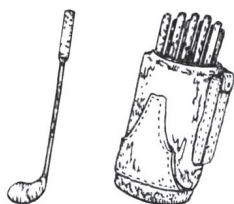
5. Perhaps the most popular game in the world, played in many streets as well as on the field. Players kick the ball to each other and try to score goals by kicking the ball into a large net.

6. This game is more commonly played by women than men. Each team tries to score goals by throwing a large leather ball through the other's team net on the top of a pole at each end of the court.

- A – rugby
- B – lacrosse
- C – football
- D – netball
- E – badminton
- F – cricket

[4] Write the number of each drawing
next to the correct word.

shuttlecock _____
mallet _____
golf club _____
puck _____
rugby ball _____
figure skates _____
badminton racket _____
helmet _____
ice-hockey stick _____
javelin _____
dartboard _____
cricket bat _____
tennis racket _____
ski sticks _____
chess set _____



[5] *Odd one out. In each line circle the word which is wrong. Check your answers (p. 381).*

1 javelin	mallet	cue	stick
2 basketball	football	netball	volleyball
3 ice-hockey	figure skating	cross-country	roller-skating skiing
4 aerobics	jogging	weightlifting	body-building
5 crossword	chess	draughts	dominoes
6 pot holing	parascending	abseiling	mountaineering
7 snooker	pool	croquet	billiards
8 court	ring	course	golf
9 umpire	judge	referee	player

[6] *What do you think is the difference between a game and a sport? Complete the tree diagram below by adding all your games and sports to it. Compare your tree diagram with your classmates. Do you want to make any changes to your tree diagram now? If so, do.*

PASTIMES

GAMES

board games

chess

competitive

volleyball

SPORT

non-competitive

bungee jumping

[7] *If you do a sport, describe the sport and briefly explain the rules, without mentioning the name of the sport. See if people can guess which sport you have described.*

[8] *Complete the idioms with the following 'sport' words: skate, cards, ball, race, game, point.*

1. To get the ... rolling.
2. To give the ... away.
3. To lay one's ... on the table.
4. The ... is in your court.
5. Two can play at that
6. It's anyone's
7. ... taken.
8. To ... on thin ice.

[9] *Do you think any of these idioms refer to particular sports? Which ones? Match the idioms above with the definitions below:*

1. It's your turn to act now.
2. The race can be won by any of the competitors.
3. To start something happening.
4. To do something risky which may have serious or unpleasant consequences.
5. I can also do the unpleasant thing you are doing to me, and I can do it better than you and will beat you in the end.
6. To accept what someone is telling you (often used when acknowledging a correction).
7. To put oneself at a disadvantage by revealing one's secret or feelings;
8. To deal with the situation by speaking openly about your feelings, ideas, or plans.

[10] *Answer the following questions.*

1. What sports are you interested in? What do you play? What about indoor games?
2. What board games did you play as a child, or do you play now?
3. Do you enjoy watching sports on TV? Any particular ones?
4. What is more important for modern people: education, sports or art?
5. Is it necessary for every person to do a sport? Why?
6. At what age should a child take up sports?
7. Don't you think there's too much sport on TV, radio, and in newspapers?
8. What do you know about unusual and dangerous sports?
9. Does sport really encourage us to participate or does it reduce us to a passive, receptive audience?
10. Do you think sportsmen deserve to be rich and famous? Why? Why not?
11. Is sport merely an outlet for physical aggression? If not, what is it then?
12. What does the proverb "All work and no play makes Jack a dull boy" mean? Is play important in modern life? Is it more important as it used to be? What role does it play today? (Think about your personal life, health, politics, etc.)
13. Why do people play games? Do they enjoy the companionship and sense of physical well-being, or do they play to win and be triumphant?

[11] *Describe 1) a board game, 2) a sports game, 3) a sporting activity that you know / that you like playing / that is popular among your friends, or youngsters in your country.*

Include information about the number of players, the basic rules, any special clothing or other equipment you need, and where to play.

[12] *Discuss (in the form of general conversation or dialogues) some recent international sport events such as a football match, an ice-hockey match, a tennis tournament, etc.*

[13] *Agree or disagree.*

1. Football as well as many other games is stupid and dangerous.
2. Many kinds of sport are harmful for health.
3. There should exist strict distinction between sports for men and for women.
4. Certain kinds of sport help to develop violence in people.
5. People of the 21st century will be able to do without sports.
6. Sport is too commercialized nowadays.
7. Modern systems of education pay too little attention to sports.
8. To play a game is always more difficult than to compete in running, jumping, cycling, etc. In the former case one depends greatly on his opponent. Whereas in the latter case one depends only on oneself.
9. Mass media should pay more attention to sports and games.

[14] *Speak about:*

1. The most popular sports and games in Britain / in your country.
2. Your favourite sports and games.
3. Sports and education in Britain / your country.
4. Sports and mass media in Britain / in your country.
5. The best stadium / sports ground / gym you've ever seen.
6. Sport activities in your family.
7. The most important sports events in Britain / in your country.
8. Sport fans in Britain / in your country.
9. Your favourite sportsman.
10. A competition / tournament / match, etc. you've seen lately.

[15] *You are a sociologist. You want to get some information about people's opinion about sports.*

Make a list of questions to be asked. Address as many people as possible, analyze the answers and speak of the results obtained. Point out the most noticeable tendencies revealed in the answers. Use the following phrases:

Most people / the majority of people / over 50% of people said that...

Men usually prefer...

Women mostly don't seem to be...

Younger people would rather...

All people are equally fond of...

Nobody mentioned...

Keeping Fit

ESSENTIAL VOCABULARY

to be fit	– to be healthy and physically strong;
to keep fit	– to remain fit by doing exercise, sport;
to be/to stay in (good) shape	– to be fit and healthy, with a strong body that is not fat;
to get in shape	– to do exercises to become fit;
to stay / to keep in shape	– to exercise regularly in order to be fit and strong and not fat;
to be in good condition	– to be generally fit and healthy, especially because you take exercise regularly;
to be athletic	– to be fit, strong, and usually good at sports;
to maintain health;	
to exercise	– to walk, do sports, etc. in order to stay healthy and become stronger;
to do/to take exercise	– to exercise, especially regularly;
to get exercise	– to do exercise, especially as part of your daily work or daily life;
exercise	– a physical activity that you do in order to become fit;
gymnastic / athletic / aerobic / strenuous (energetic) / keep-fit exercises; deep-breathing / push-up / chin-up / knees-up / sit up / press-up / stretch-up exercises;	

squat [skwɒt]	– to lower yourself towards the ground, balancing on your feet with your legs bent;
a squat jump;	
skip	– to jump up and down over a rope which you or two other people are holding at each end and turning round and round;
running / jumping / jogging / walking / skipping;	
to train	– to do hard exercise regularly in order to get fit or remain fit;
training	– a regular hard exercise which you do in order to get fit or remain fit;
weight training	– a regular exercise that involves lifting weights;
to pump iron	– to use weight training equipment;
[ˈpʌmp ˈaɪən]	
to work out	– to exercise very actively, usually by doing a programme of exercises every day or regularly;
workout	– a series of hard continuous exercises that you regularly do in order to keep fit;
keep-fit / aerobics	– an activity in which you exercise regularly in a class with other people, in order to keep fit;
[eəˈrəʊbɪks]	
to do aerobics;	
to be unfit	– not to be fit and not able to do hard physical activities easily, especially because you do not take enough exercise;
to lead a sedentary	– to spend much of one's time seated;
[ˈsedntrɪ] life	
to be out of condition /	– to be unfit at the present time, especially when
shape	you have been fit in the past;
to put on / gain weight;	
to be overweight;	
to lose weight;	
to be slim	– to have an attractive thin and well-shaped body;
to eat a slimming / healthy / balanced diet;	
to be on a diet;	
to burn off calories;	
to cut down (on smth.)	– to consume or do less of it.

KEEPING FIT

Good health is not something we are able to buy at the chemist's and we can't depend on getting it back with a quick visit to the doctor when we're ill, either. We often ruin our health by poor diet, stress, a bad working environment, and carelessness. By keeping fit, changing bad habits or the surrounding conditions we can make our body last without major problems. And what are the ways to keep fit?

First of all you must miss no chance of outdoor activities as an antidote to our sedentary lives. Skating or skiing in winter and swimming in summer must become part of your everyday life. Second, exercise. You must exercise whenever you can – in the morning or in the evening. Third, regular meals are a must if you want to keep fit. Try to avoid going without any food for hours.

Nowadays, health specialists promote the idea of wellness for everybody. Wellness means achieving the best possible health within the limits of your body. One person may need fewer calories than another, depending on metabolism. Some people might prefer a lot easier exercise to more strenuous exercise. While one person enjoys playing seventy-two holes of golf a week, another would rather play three sweaty, competitive games of tennis.

The English people in the 1990's have become very concerned about their health. In fact, fitness has become almost a national obsession. In large cities and small towns alike, people jog regularly, join sports teams and go to health clubs and Fitness Centres to work out.

ILLUSTRATIVE DIALOGUES

[1] *After the Aerobics Class Judy and her boyfriend are discussing it.*

Judy: I'm exhausted. My new aerobics class is so hard.

Clive: Your new aerobics class?

Judy: Yes. My new advanced aerobics class.

Clive: Why advanced?

Judy: My instructor thought that the beginner's class was too easy for me.

Clive: Too easy for you?

Judy: Don't laugh. In the beginner's class, they give you a chance to have a rest between exercises. And the advanced class is nonstop.

Clive: I lift weights in the morning for an hour without any stopping. And, you know, I don't find it that hard.

Judy: Listen, Clive, doing aerobics for an hour is a lot more difficult than lifting weights.

Clive: I think I could easily train in your class with no problem.
 Judy: Do you really think so?
 Clive: Oh, no doubt. When's the next class?
 Judy: On Friday at eleven o'clock. Want to try?
 Clive: Sure. On Friday at eleven o'clock after lifting weights. I'll try aerobics.

[2] *Judy and Clive are doing aerobics at the aerobic class.*

Instructor: Let's get in our lines. We're going to take it slow first. Stretch up... and go left first... 2,3,4... now switch... OK, hold to the right. Skip, hop, front. Twist... again... OK, now... scissors. Stretch it out. And we're going to warm down with a tango. Left, right. Enjoy it. Don't forget to breathe.

Clive: This is fun. It's a piece of cake.

Judy: Yes. Just wait.

Instructor: 5, 6, 7, go right, 1,2, back, 2,3, 1,2,3, pony, pony... 1, 2, 3, kick... 1, 2, 3, kick... pony. And twist, twist. Now let's pick up the pace. (*Clive is getting tired.*)

Judy: How are you doing, Clive?

Clive: I can barely move.

Instructor: 2, 3, 4, front. Now we're going to run it off. Front... Squat jump... again... squat jump. Finish off by jogging in place. OK. Keep squat jumps. All right. Now, skip. That's it for today. Thank you, everyone. See you next week.

Judy: The advanced exercise class is not easy, right? (*Clive slowly falls to the floor.*)

Clive: No, no, you were right. I was wrong.

EXERCISES

[1] *Answer the following questions.*

1. Is fitness important?
2. What is good health to you? What do you personally do about your health? How do you maintain health?
3. What exercise do you do every day?
4. What is the attitude towards health and fitness in your country? What are some of the ways in which people can get exercise in their spare time?

[2] *Read the following stories and give some advice you think the doctor is going to give Mr Stott and George Smith.*

A. Mr Stott is a businessman. He has just had a heart attack and is now in hospital. Mr Stott works very, very hard, both at office and at home. He also worries about his work. He drives a big comfortable car and never takes any exercise. He is married with two lovely children, though he doesn't see them very often. The last time he had a real holiday was three years ago.

B. George Smith smokes 40 cigarettes a day. He gets up late every morning, and drives to a café in the next street. He has a big breakfast and takes three spoons of sugar in his tea. Then he drives to the pub, and has 3 or 4 pints of beer before a big lunch. He never has any fruit after his lunch, because he prefers to have cake or sweets. The only exercise he gets is when he walks upstairs for his afternoon sleep. Later, he has a few more pints of beer and a big dinner, and then he watches television till midnight. At 2.00 he goes to bed, and has a few last cigarettes, and goes to sleep with all his windows closed.

[3] *Describe people you know or know about. Say why they are in the condition they are.*

Example: My friend John is totally out of condition. But it's not surprising. He never takes exercise and he eats big lun-ches. His sister Kate is in pretty good shape, though. She does aerobics and plays a lot of volleyball.

[4] *Make up a dialogue for the following situation.*

Someone who is unfit, overweight or feeling generally run down asks a friend for advice.

[5] *How healthy and fit are you? Do this questionnaire to find it out. Then check your answers (p. 382).*

QUESTIONNAIRE

	Yes	No
1) Do you take some energetic exercise? (Tick one box.)	<input type="checkbox"/>	
a) Every day	<input type="checkbox"/>	
b) Every other day	<input type="checkbox"/>	
c) More than once a week	<input type="checkbox"/>	
d) Once a week	<input type="checkbox"/>	
e) Less	<input type="checkbox"/>	

- | | | |
|---|--------------------------|--------------------------|
| 2) If you take regular exercise, in which of the following ways do you take it? (Tick one box.) | <input type="checkbox"/> | |
| a) aerobics | <input type="checkbox"/> | |
| b) swimming | <input type="checkbox"/> | |
| c) cycling | <input type="checkbox"/> | |
| d) jogging | <input type="checkbox"/> | |
| e) pumping iron | <input type="checkbox"/> | |
| f) dance | <input type="checkbox"/> | |
| g) yoga | <input type="checkbox"/> | |
| h) walking | <input type="checkbox"/> | |
| 3) Do you usually take the lift rather than walk up five floors? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4) Have you walked at least one and a half kilometres at any time in the last week? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5) Do you ever get out of breathe? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6) Do you eat too much sugary or fatty food? | <input type="checkbox"/> | <input type="checkbox"/> |
| 7) Do you eat fruit every day? | <input type="checkbox"/> | <input type="checkbox"/> |
| 8) Do you drink too much coffee? | <input type="checkbox"/> | <input type="checkbox"/> |
| 9) Do you smoke? | <input type="checkbox"/> | <input type="checkbox"/> |
| 10) Do you fall asleep while watching TV? | <input type="checkbox"/> | <input type="checkbox"/> |

[6] *The following list includes movements that physically fit people should be able to do. Compare how well you can do these activities now with how well you used to be able to do them in the past. Take turns asking questions, then together decide how physically fit you are.*

- walk or run a mile in less than 15 minutes;
- bicycle 10 miles;
- lift one-half your weight over your head;
- do six push-ups in a row;
- do three chin-ups;
- touch your toes without bending your legs;
- kick your foot above shoulder height;
- sit cross-legged without something to support your back;

– hang from a bar, supporting your own weight for 20 seconds.

Would you describe yourself as:

- a) very fit;
- b) quite fit;
- c) out of condition;
- d) unfit?

[7] *Give instructions to other students about how they should do one of the keep-fit exercises you know or regularly do.*

Example Raise your hands above your head, feet apart. Bend forward slowly and touch the ground in front of your toes, then between feet...

[8] *Read the following newspaper article. Agree or disagree to what is written.*

TIME TO EXERCISE

When should you exercise? Some people prefer early morning as a stimulation for the day or ‘to get it over with’. Others like the noon hour to break up the day. Still others find that late afternoon or early evening gives them a chance to relieve some of the tension of the day.

It’s really up to personal preference. But there are some guidelines.

Early morning

Some joggers like to exercise very early in the morning. However, most people feel disinclined at this hour for the body needs time to reach its peak performance. Joints feel stiff, the body feels lethargic. On very cold mornings, the low temperature outdoors may raise blood pressure. In this case, it may be advisable for at least older athletes to exercise later in the day.

Noon hour

Those who exercise at noon find that they are not only burning off calories by exercising, but they are also losing weight because they don’t feel like eating much. By eating lightly, they are bound to lose weight through both diet and exercise which, of course, is the best way. However, skipping meals altogether is not recommended at anytime.

Late exercise

Most people don’t like late exercises, because they feel too tired. However, do not confuse being overtired with being physically tired. Physical ac-

tivity will actually relieve the feeling of fatigue brought on by being mentally tired.

Exercise immediately before going to bed should be avoided since stimulation of the adrenal glands interferes with relaxation. A one hour unwinding period should be allowed if exercise is performed late at night.

Exercise and eating

Exercising before a meal is sometimes valuable for those attempting to lose weight. In spite of what they may have heard to the contrary, your appetite will decrease with moderate exercise, not increase as we are usually led to believe.

Vigorous exercise interferes with the digestive process for approximately one hour before or after the intake of food. So adjust your exercise schedule accordingly. Don't exercise after a heavy meal. Blood is diverted to the stomach and intestine to cope with the influx of blood, thus directing the blood away from the muscles. This obviously affects physical performance. Happily, most of us don't feel like exercising on a full stomach anyway.

Finally, don't exercise when you feel overtired, have a cold or flu, when it is cold out, when your rhythm of exercise slows down and the movements become too labored, when you exceed your recommended exercise pulse rate or when you have to really push yourself to continue exercising. These last guidelines apply particularly to the elderly.

No matter when you exercise, keep in mind that you continue to burn off calories for several hours after you have completed your exercise. Also, studies have shown that you will exercise more regularly if you do it at approximately the same time each day. Developing a routine serves as a motivational device.

It really doesn't matter at what time of day you exercise as long as you do it.

II. ROLE PLAY

Sociological Questionnaire

Divide into 2 teams: 1 – sociologists, 2 – respondents.

The sociologists are trying to find out film of the year, song of the year, picture of the year, book of the year, play of the year, match of the year; the most popular film director, pop-singer, pop-group, pianist, actor (actress), composer, sportsman.

Members of Team 1 work out a detailed questionnaire.

Members of Team 2 answer the questionnaire and account for their choice using a number of arguments.

III. THE SUPPLEMENTARY READING

1. The Murderer

by R. Bradbury

Ray Douglas Bradbury (born 1920) is one of the most outstanding American science-fiction writers. His first prominent work, a collection of short science-fiction stories entitled "The Martian Chronicles," was written in 1950 and very soon translated into almost all world languages. Then appeared his other famous collections of short stories: "The Illustrated Man" (1955), "The Golden Apples of Sun" (1961), and others. Ray Bradbury is also well-known for his remarkable novel "Fahrenheit 451".

Music moved with him in the white halls. He passed an office door: "The Merry Window Waltz." Another door: "Afternoon of a Fawn." A third: "Kiss me again." He turned into another corridor: "The Sword Dance" buried him in cymbals drums, thunder and lighting. He nodded to the humming secretaries and the whistling doctors, fresh to their morning work. At his office the psychiatrist checked a few papers with his stenographer, who sang under her breath, then he phoned the police captain upstairs. A few minutes later, a voice said from the ceiling: "The prisoner is in Chamber nine." He unlocked the chamber and stepped in. "Go away," said the prisoner, smiling. The psychiatrist was shocked by the smile. A very sunny, pleasant, warm thing.

"I'm here to help you," said the psychiatrist. Something was wrong with the room. He glanced around. The prisoner laughed. "If you are wondering why it's so quiet in here, I just kicked the radio to death." "Violent," thought the doctor. The prisoner read his thought, smiled, put out a gentle hand. "No, only to machines that jak-jak-jak." "You're Mr Albert Brock, who calls himself the Murderer?" Brock nodded pleasantly. The psychiatrist said: "Shall we start?" "Fine. The first victim was my telephone. I shoved it in the stove. After that I shot the television set. Fired six shots right through it."

"Suppose you tell me when you first began to hate the telephone." "It frightened me as a child. Voices without bodies. Later in life I was never comfortable. Seemed to me a phone was an impersonal instrument. It's easy to say the wrong thing on telephones; the telephone changes your meaning on you. Then, of course, the telephone's such a convenient thing; it just sits there and demands you call someone who doesn't want to be called. Friends were always calling, calling, calling me. Hell, I hadn't any time of my own. When it wasn't the telephone, it was the television, the radio, the phonograph. When it

wasn't advertisements, it was music in every restaurant, music and commercials on the buses I rode to work on.

And one night I laid plans to murder my house. "Are you sure that's how you want me to write it down?" "That's semantically accurate. Kill it dead. It's one of those talking, singing, poetry-reading, novel-reciting, jingle-jangling houses. A house that screams opera to you in the shower and teaches you Spanish in your sleep. Remember that song – I've got it on my list, it never will be missed? All night I listed grievances. Next morning I bought a pistol, shot the television, that Medusa, which freezes a billion people to stone every night, staring fixedly, that siren which called and sang and promised so much and gave, after all, so little, until-bang. My wife called the police. Here I am. But this only the beginning. I'm the vanguard of the small public which is tired of noise, of every moment of music. You'll see. The revolt begins."

"Mmm." The psychiatrist seemed to be thinking. "It'll take time, of course," said Brock. "It was all so enchanting at first. The very idea of these things, the practical uses, was wonderful. They were almost toys to play with, but people have gone too far. "Our modern age," they now say. "Conditions," "high-strung." But mark my words, the seed has been sown. I got world-wide coverage on TV, radio, films; there's an irony for you. A billion people know about me."

"I see," said the psychiatrist.

"Can I go back to my private cell now, where I can be alone and quiet for six months?"

"Yes," said the psychiatrist quietly.

He stepped out, the door shut and locked. Alone he moved in the offices and corridors. The first twenty yards of his walk were accompanied by Tzigane, then it was Bach's Passacaglia and Fugue in something Minor, Tiger Rag, Love is like a cigarette...

2. Quotations, Jokes

Music is the universal language of the world. (*Longfellow*)

Classical music is the kind that we keep hoping will turn into a tune. (*Kin Hubbard*)

Composers should write tunes that chauffeurs and errand boys can whistle. (*Anonymous*)

No entertainment is so cheap as reading, nor any pleasure so lasting. (*Montagu*)

To make pleasures pleasant shorten them. (*Buxton*)

Reading is to the mind what exercise is to the body. (*Addison*)
The real character of a man is found out by his amusement. (*Reynolds*)
The man who lets himself be bored is even more contemptible than the bore. (*Butler*)

Stepping out between the acts at the first production of one of his plays, Bernard Shaw said to the audience:

“What do you think of it?”

This startled everybody for the time being, but presently a man in the pit assembled his scattered wits and cried:

“Rotten.”

Shaw made a curtsey and melted the house with one of his Irish smiles.

“My friend,” he said, shrugging his shoulders and indicating the crowd in front. “I quite agree with you, what are we two against so many?”

Bernad Shaw got an invitation to see a new play. After the performance the producer asked the writer: “What is the difference between comedy, drama, and tragedy?”

“Young man,” answered Bernad Shaw, “the fact that you do not know the difference between comedy and tragedy is for me personally, comedy, for the spectators – drama, and for you – tragedy.”

Once, when a young musician’s concert was poorly received by the critics, Sibelius patted him gently on the shoulder.

“Remember, son,” he consoled the young man, “there is no city anywhere in the world where they have erected a statue to a critic.”

Dramatist: I wish I could think of a big strong situation that would fill the audience with tears.

Theatre Manager: I’m looking for one that will fill the tiers with audience.

The well-known singer Enrico Caruso was once driving not far from New York. It so happened that something went wrong with his car and he had to spend some time in the house of a farmer. Soon they became friendly and the farmer asked Caruso his name.

When the farmer heard the name, he rose to his feet. “I never thought I should see a man like you in my kitchen, Sir,” he cried out. “Caruso. The great traveller, Robinson Caruso.”

"I say, Dad," said a schoolboy, returning home, "we gave a wonderful performance at school. A lot of parents came and although some of them had seen it before they had a jolly good time."

"How do you know?" asked his father.

"Why, they laughed all through the play," the boy replied.

"And what was the play?" the father asked.

"Hamlet," said the boy.

Golfer: Absolutely shocking. I've never played so badly before.

Caddie: Oh. You have played before, then?

"How long have you been learning to skate?"

"Oh, about a dozen sittings."

The boxer returned to his dressing-room looking drawn and haggard, for he had a terrible beating in the ring. He felt absolutely done, and looked it. He opened his eyes when the promoter approached. "Hard lines, Jack," said the promoter as he gazed down at his battered charge, "but I've got good news for you."

"Well, what's the good news?"

"I've been lucky enough to fix a return match for you."

The champion athlete in bed with a cold was told that he had a temperature.

"How high is it, Doctor?" he wanted to know.

"A hundred and one."

"What's the world's record?"

Boxer: Isn't it a long distance from the dressing-room to the ring?

Opponent: Yes, but you won't have to walk back.

IV. GLOSSARY

absorbing	увлекательный
acknowledge	признавать
adolescent	подростковый; подросток
advance booking	предварительный заказ
aesthetic	эстетический
agility	подвижность
amateur	любитель
anarchy	анархия
antidote	противоядие
applaud	аплодировать
appreciate	ценить, понимать
captivate	пленять, пленить
celebrated	знаменитый
chamber music	камерная музыка
clarinet	кларнет
consequence	следствие (результат)
consistently	последовательно
controversy	дискуссия, спор
conventional	обычный
cymbals	(муз.) тарелки
decline	падать, приходить в упадок
deputy	заместитель
deserve	заслуживать
despise	презирать
digestive	пищеварительный
dignified	полный достоинства
discontent	недовольство
disinclined	нерасположенный к чему-л.
divert	отвлекать, отводить
draft	черновик
draw	ничья
dubbed	дублированный
emerge	появляться, выходить
enchanted	заколдованный, зачарованный
environment	(окружающая) среда
fatigue	устомление
fawn	молодой олень
flop	провал

flute	флейта
genre	жанр
grievance	жалоба
haggard	изможденный
horn	валторна
hound	гончая
immensely	бесконечно, необычайно
impact	воздействие
impressive	впечатляющий
income	доход
indignation	возмущение, негодование
indulge (in smth.)	(по)баловаться (чем-либо)
insistent	настойчивый
intestine	кишка
intolerable	нетерпимый, невыносимый
javelin	копье
lethargic	вялый, сонный
maintenance	поддержание, содержание, обслуживание
masterly	мастерский
metabolism	обмен веществ, метаболизм
mute	немой
noteworthy	достойный внимания
oar	весло
obsession	навязчивая идея
obstacle	препятствие
outlet	выход (об эмоциях)
pack	свора
penetrating	пронзительный, проникательный
praiseworthy	достойный похвалы
prominent	выдающийся
puppet	марионетка
pursue	осуществлять, заниматься
pursuit	занятие
receptive	восприимчивый
recreation	отдых, развлечение
reggae	рэggi
recital	сольный концерт
relegate	переводить в низшую лигу
restriction	ограничение
revue	ревю

scenery	декорации
sedentary	сидячий
segregation	сегрегация
sewing	шитье
shortsighted	близорукий
shove	толкать, заталкивать
sledge	сани, санки
solicitor	адвокат
sophistication	изощренность, изысканность
steep	крутой, высокий
stiff	жесткий, тугой
stove	плита, печь
stunning	ошеломительный, потрясающий
stunt	трюк
subsidize	субсидировать
subsidy	субсидия, дотация
substantial	значительный, солидный
subtle	тонкий, едва уловимый, искусный
sword	шпага, меч
synthesizer	синтезатор
tedious	нудный, скучный
trumpet	труба
vanguard	авангард
vigorous	мощный, сильный
vitality	живость
vogue	мода
wrestle	бороться

Set expressions

to produce a film	поставить фильм
to release a film	выпустить фильм
to maintain health	поддерживать здоровье

KEYS

Answers to Some Exercises

Exercise 1

gym	track	court	<u>course</u>
wrestling	cycling	tennis	golf
snooker	motor-racing	badminton	
bowling	steeplechase		
pitch	rink	ring	<u>outdoors</u>
lacrosse	roller-skating	boxing	shooting
football	ice-hockey	wrestling	pot holing
cricket			cycling
			rowing
			steeplechase

Exercise 2

Across: 1. Referee; 6. Football; 7. Squash; 9. Rowing; 10. Umpire; 13. Tobogganing; 14. Track; 15. Golf; 17. Mallet; 19. Draughts; 20. Darts; 21. Rink; 22. Basketball.

Down: 1. Chess; 2. Goal; 3. Croquet; 4. Jogging; 8. Boxing; 11. Parascending; 12. Pool; 15. Gymnastics; 16. Badminton; 18. Tennis.

Exercise 3

1 B; 2 F; 3 A; 4 E; 5 C; 6 D.

Exercise 4

shuttlecock **j**; mallet **d**; golf club **f**; puck **k**; rugby ball **n**; figure skates **o**; badminton racket **l**; helmet **m**; ice-hockey stick **a**; javelin **b**; dartboard **h**; cricket bat **c**; tennis racket **i**; ski sticks **e**; chess set **g**.

Exercise 5

1 javelin; 2 football; 3 roller-skating; 4 jogging; 5 crossword; 6 parascending; 7 croquet; 8 golf; 9 judge.

Exercise 6

(Suggested answers)

PASTIMES

GAMES

board games

chess
draughts
dominoes
card games
Scrabble
Trivial Pursuit
Garden Path
Fox and Geese

competitive

volleyball
tobogganing
horse-racing
rugby
football
lacrosse
snooker
ice-skating
hockey
tennis
skiing
boxing

SPORT

non-competitive

bungee jumping
pot holing
hang-gliding
parascending
aerobics
body-building
mountain climbing
abseiling
windsurfing
jogging

Exercise 8

1) ball; 2) game; 3) cards; 4) ball; 5) game; 6) race; 7) point; 8) skate.
1 c; 2h; 3g; 4a; 5e; 6b; 7f; 8d.

Exercise 5

Questionnaire

To find out how healthy and fit you are, give yourself marks in this way:

1 a +50; **1 b** +40; **1 c** +30; **1 d** +20; **1 e** -10; **2 a** +50; **2 b** +40; **2 c** +35;
2 d +30; **2 e** +25; **2 f** +20; **2 g** +10; **2 h** -10.

3 YES = -10 NO = +10; **4** YES = +10 NO = -10; **5** YES = -10 NO = +10; **6** YES = +20 NO = -20; **7** YES = -20 NO = 0; **8** YES = -20 NO = +20; **9** YES = -20 NO = +20; **10** YES = -10 NO = 0.

If you scored +100 or more, you are already taking most of the right steps for health and fitness. Well done, and keep up the good work!

If you scored -100 or worse, you seriously need to change your life-style. Start today!

If you scored between +100 and -100, have you thought about how you could improve the way you look after yourself? Perhaps more exercise? A more careful diet?

UNIT 9

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I. SPEAKING PRACTICE

TALKING POLITICS

1. The Political System of the United Kingdom

MONARCHY

The United Kingdom of Great Britain and Northern Ireland is a constitutional Monarchy. This means that a monarch, that is a king or a queen, is the Head of State. Besides, the monarch is the Commander-in-Chief of the armed forces as well as head of the judiciary, the Church of England and the Commonwealth, which is mostly made up of former British colonies. The monarch has very little power and only reigns with the support of Parliament although theoretically every act of government is done in the Queen's name. His constitutional role is to a large extent symbolic whereas real power is in the hands of the Prime Minister and the Cabinet.

The present-day monarch of the UK is Queen Elizabeth II. She came to the throne in 1952. Her parents, King George VI and Queen Elizabeth, who is commonly known as the Queen Mother, became very popular during World War II particularly for their patriotic behaviour. They refused to leave London even when Buckingham Palace, the official residence of the Kings and Queens, was bombed. In 1953, millions of British people watched the coronation of Queen Elizabeth II on television and welcomed it. Most of them have always shown respect towards the monarchy and the royal family, being especially particular about the image of the royal family and all its members. It is due to this fact, perhaps, that the Press is constantly publishing details and photographs of the private lives of the royal family.

Although the actual power of the Queen is rather limited the scope of her responsibilities is sufficiently wide, some of them being absolutely ceremonial. She formally opens Parliament every autumn by making a speech from the throne. Everything which becomes British law is to be signed by the Queen. But no monarch has ever refused to sign a bill passed by Parliament since the modern political system began over 200 years ago. It is the Queen who officially appoints the Prime Minister, though she always consults the leader of the majority party in the House of Commons.

PARLIAMENT

THE HOUSE OF COMMONS

The British Parliament consists of two houses, or chambers: the House of Commons and the House of Lords. Actually, the House of Commons is the only body which has true power and decides national policy. It is here that new bills are introduced and debated and if the majority of the members are in favour of a bill it goes to the House of Lords. The final stage of this procedure is for the monarch to sign it. The House of Lords has the right to ask the House of Commons to rewrite certain parts of a bill if necessary. Thus, a bill must be supported by all three bodies, the house of Commons, the House of Lords and the Queen, to become law.

The House of Commons is made up of 651 Members of Parliament often referred to as the MPs. Each MP represents an area called constituency and is elected by the voters of this constituency. Out of 651 seats in the House of Commons 524 belong to England, 72 are for Scotland, 38 for Wales and 17 for Northern Ireland. MPs are elected at a general election, which is held every five years, or at a by-election, which follows the death or retirement of an MP. In Britain, all people over the age of 18 can vote in a general election. The election campaign usually lasts about three weeks. People vote for the candidate they want to have in their constituency. The result is decided on a simple majority: the one who gets more votes wins even if the candidate gets only one vote more than the other. This system is often called the first past the post electoral system and it promotes the two most powerful parties at the expense of the smaller ones. Some people think this system to be unfair.

THE HOUSE OF LORDS

The house of Lords has 1203 members, although only about 250 take an active part in the work of the House. The Lords are not elected. The majority of them (774) are hereditary peers, the heads of aristocratic families. Some of them (185) are life peers, which means that they are members of the House of Lords, but their sons and daughters are not. Life peers are usually former members of the House of Commons. Besides peers, there are Anglican bishops and judges. Unlike MPs, the Lords do not receive a salary. They debate the bills after they have been passed by the House of Commons. The Lords have the right to delay non-financial bills for a period of war. They can just as well introduce certain types of bills or recommend the House of Commons to make changes in the bills.

POLITICAL PARTIES

The British democratic system largely depends on political parties. In Britain, there has been a party system of some kind since the 17th century. The Conservative and Liberal Parties are considered to be the oldest and for very many years they were the only political parties whose candidates were elected to the House of Commons. The Labour Party was set up much later, and it was not until 1945 that the first Labour Government appeared in Britain. Since that time, Governments have been formed by either the Conservative or the Labour Party.

The Conservative Party is mainly the party of the middle and upper classes, though it is known to receive some working-class support as well. Its voters consist of those who live in rural areas, small towns and the suburbs of large cities. The party gets its financial support from large industrial companies.

Contrary to the Conservative Party, the Labour Party has always had close links with the trade unions. They support the party financially. The principal Labour voters belong to middle-class and intellectuals and constitute the inhabitants of industrial areas.

In 1981, a new 'left-of-centre' party was formed with the aim to break the traditional two-party system. It was the Social Democratic Party often abbreviated to SDP. Although in the 1983 election this party fought in an alliance with the Liberals, they won a very small number of votes. Thus, few MPs from this alliance were elected. That is why, these parties as well as other minority parties often express their dissatisfaction with the electoral system in Britain. They would like MPs to be elected by proportional representation, that is have the number of MPs which corresponds to the total number of votes which the party receives in the election.

GOVERNMENT

The party which wins the majority of seats in an election forms the Government, the leader of the party automatically becoming Prime Minister of the country. Thus, the majority party acquires the right to run the country whereas the largest minority party becomes the Opposition and accepts the right to criticize the ruling party. Such an agreement between the political parties constitutes the basis of the British parliamentary system.

According to this system, the Prime Minister chooses about twenty MPs from his or her party to make up the Cabinet. The leader of the Opposition also chooses MPs for the so-called 'Shadow Cabinet' which takes responsibilities for opposing the Government.

Each minister in the Cabinet is responsible for a particular area of government. For example, the Minister of Defense is responsible for defense policy and the armed forces, the Chancellor of the Exchequer is in charge of the financial policy of the country. The Home Secretary has many responsibilities among which the principal are law, order and immigration. The corresponding Civil Service Departments, or Ministries, are called the Ministry of Defense, the Treasury and the Home Office respectively. They are staffed by politically neutral civil servants who do not necessarily change if the Government changes.

LOCAL GOVERNMENT

The United Kingdom is divided into administrative areas referred to as 'counties'. Each county has its own office of local government located in the 'county town'. Local government is represented by democratically elected councils (local authorities) which are responsible for education, social services, police, fire brigades, housing, road-building, libraries and other services in their areas. The local government receives its income through grants, rents and borrowings.

THE UNION JACK

The flag of the United Kingdom of Great Britain and Northern Ireland is known as the Union Jack. It is made up of three crosses which symbolize the patron saints of England, Scotland and Ireland. The upright red cross is the cross of St. George, the patron saint of England. The white diagonal cross is the cross of St. Andrew, the patron Saint of Scotland. The red diagonal cross is the cross of St. Patric, the patron saint of Ireland.

TEST YOURSELF

[1] *Answer the questions:*

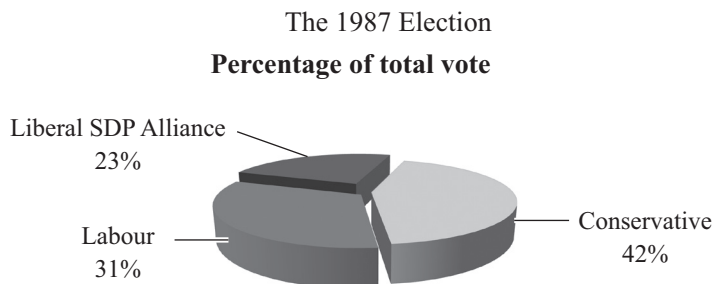
1. Why is the United Kingdom called a constitutional monarchy?
2. Who stands at the head of the UK? Who is the sovereign of the UK now?
3. Why do they usually say that the Queen reigns but does not rule?
4. What are the main powers of the Queen?
5. What chambers does Parliament consist of?

6. How many members is the House of Commons made up of? What are they called?
7. In what way are MPs elected?
8. How many members does the House of Lords consist of?
9. What is the difference between MPs and the Lords?
10. What is the difference in the functions of the chambers of Parliament?
11. What are the major political parties in the UK? Who supports each of them?
12. How is the Government formed?
13. What is meant by the Opposition?
14. What MPs are called Cabinet Ministers? Who chooses them? How many MPs form the Cabinet?
15. What is meant by 'Shadow Cabinet'?
16. What spheres of life is local government responsible for?
17. What is the flag of the UK like?

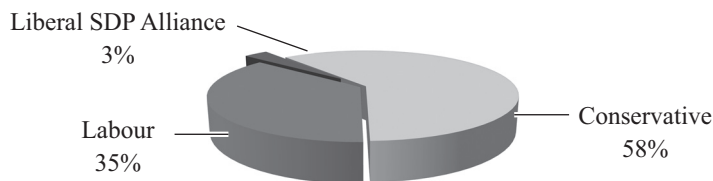
[2] *Agree or disagree to the following:*

1. The political system of the UK is undemocratic and conservative.
2. Monarchy is the rudiment of the old political system which can be easily given up nowadays.
3. The powers of the House of Lords are absolutely symbolic.
4. There are many undemocratic features in the British electoral system.
5. Due to the existing electoral system most minority parties can hardly hope to get more than a seat or two in the House of Commons.
6. Wealthy people are more engaged in the political activities in the UK than the rank-and-file of the population.
7. The powers of local authorities should be substantially enlarged.

[3] *Comment on the figures given in the charts.*



Percentage of MPs



- [4] A. Speak about the political system a) of the United Kingdom;
b) of your country.
- B. Find points of similarity and difference between them. Discuss these points.
- C. Some people think that monarchy should be abolished because it has no power and costs the State a lot of money to maintain. What do you think of that?
- D. Speak about well-known English 'conservatism' in connection with the political system of the UK.
- E. Speak about the party system a) in the United Kingdom;
b) in your country.
- F. Say what political party you would support if you were a citizen of the UK. Give your reasons.
- G. Speak about the political party you actually support in your country. Give some information about its history, composition, political platform, financial support, etc.

2. Mass Media

ESSENTIAL VOCABULARY

A. Radio and television

- radio – system of sending sound over a distance by transmitting electrical signals
- radio set – piece of equipment that you use when you listen to radio programmes
- to listen in / to the radio
- listene – the one who listens to the radio

television	– system of sending pictures and sounds by electrical signals over a distance so that people can receive them on a television set
television / TV / telly	– piece of electrical equipment consisting of a box with a glass screen
pay / cable / satellite television	
to watch television / TV	
viewer	– the one who watches television
battery / transistor (operated) radio / TV set	
portable radio / TV set	
colour TV set	
to switch / to turn the radio / television on / off	–
to turn the radio up / down	to increase / decrease the volume
to switch / to turn the sound / the picture on / off	
to switch (over) to another programme / (TV) channel	
to hear / to see things on the radio / television	
to broadcast [] / to televise	– to send out (speech, music, etc.) in all directions by radio or TV
to show (on television)	
a broadcast speech / statement / interview / discussion / concert	
a broadcast / broadcasting of a football match / concert	
live / recorded broadcast (recording)	

Radio and television professions

broadcaster	– anyone who broadcasts on radio or television
announcer	– the one who introduces programmes on radio or TV
newscaster (newsreader)	– the one who reads the news on a television or radio broadcast
interviewer	– the one (usually a journalist) who asks a series of questions
reporter	– the one who broadcasts news reports
correspondent	– television reporter
commentator	– broadcaster who gives a radio or television commentary on an event
quiz master	– the one who tests your knowledge by asking you questions in a game or competition
disk jockey	– radio or television broadcaster who introduces performers and comments on records and tapes of light and popular music

comperer – the person on a radio or television show who introduces the guests and performers

Radio and television programmes

the news – report(s) of what has most recently happened
the weather report / the weather forecast / the weather
current affairs programmes – news programme
talks – radio or television discussions
interviews – meeting (of a reporter, etc.) with a person whose views are requested
documentaries – programmes describing ideas, social topics, studies of the natural world, science, etc.
educational / sports / wild life / medical / musical / etc. programmes;
concerts / plays / films / thrillers / serials / etc.
record programmes / shows
request programmes –
soap (opera) – popular television drama serial about the daily lives and problems of a group of people

B. Newspapers and magazines

the Press – printed periodicals, the newspapers generally, journalists
newspaper (paper) – printed publication, usually issued daily, with news, advertisements, etc.
official newspaper
privately-owned newspaper
quality newspaper – serious newspaper which reports facts
'broadsheet' – quality newspaper
popular newspaper – the one aimed at ordinary people and not at specialists in a particular subject
'tabloid' – newspaper with many pictures, strip cartoons, etc. and with its news presented in a form easily understood
daily / weekly / monthly newspaper
Sunday newspaper
morning / evening newspaper
magazine – (weekly or monthly) periodical, with articles, pictures, etc.

to subscribe to a periodical	– to agree to take a periodical regularly
news (pl. used with a sing. verb)	– new or fresh information, report(s) of what has most recently happened
domestic (home) / national / international (foreign) / local news	
current affairs	– political and social events which are discussed in newspapers and on television and radio pro- grammes
four- / six- / etc.- pager	– newspaper which consists of four, six, etc. pages
front / inside / back page	page of a newspaper
issue	– publication
today's / current (present) / yesterday's / the latest issue	
matter	– something printed or written
fresh / (no) news / reading matter	
heading	– word or words printed at the top of a section (to show the subject of what follows)
under the heading of	
headline	– newspaper heading
article	– piece of writing, complete in itself, in a newspa- per or periodical
full-page / special / commentary / leading (editorial) article	
title	– name of book, article, etc.
essay	– piece of writing on any one subject
feature	– prominent article or subject in a newspaper
item	– detail or paragraph of news
news items / items of news	
comment	– opinion given briefly in speech or writing about an event, or in explanation or criticism
daily political / editorial comment	
report	– account of, statement about, something heard, seen, done, etc.
cartoon	– drawing dealing with contemporary (esp. politi- cal) events in an amusing way
news photograph	
full-page photograph	– short title or heading of an article in a periodical, etc.;
caption	– words printed with a photograph or illustration
to edit [] a newspaper	– to prepare (another person's writing) for publication;
	– to do the work of planning and directing the pub- lication of a newspaper, magazine, etc.

editor	– person who edits (a newspaper or a TV programme) or who is in charge of part of a newspaper
sports / financial / political editor	
editorial (leader, leading article)	– special article in a newspaper, etc. usually written by the editor
edition	– total number of copies (of a newspaper, magazine, etc.) issued from the same type

ADDITIONAL VOCABULARY

A. Political issues

Political System of the United Kingdom

politics (s., pl.)	– the science or art of government; political views, affairs, questions
policy	– plan of action, statement of aims and ideals; – wise, sensible conduct; art of government
to decide national policy	
monarch	– supreme ruler (a king, queen, etc.)
monarchy	– system in which a monarch reigns over a country and in which the next monarch will be another member of the same family
constitutional monarchy	
to come to the throne	
royal	– of, like, suitable for, supported by, belonging to the family of, a king or queen
royalty	– position, rank, dignity, power, etc. of a royal person
in the Queen's name	– with the authority of the Queen
to reign	– to hold office as a monarch
to rule	– to have the power to control the affairs of the country, to use this power
to run (the country)	– to organize, to manage, to be in charge of
power	– (in living things, persons) ability to do or act; – right, control, authority; – right possessed by, or granted to, a person or group of persons; – person or organization having great authority or influence;

	– state having great authority and influence in international affairs
power politics	– diplomacy backed by force
supreme (power)	– highest in rank or authority
in power	– in office
branch (of power)	– part or department with a particular function
legislative	– involving or relating to the process of making and passing laws
executive	– having authority to carry out decisions, laws, decrees, etc.
judiciary	– system of law courts in a country
Commander-in-Chief	– commander of all military forces of a State
Parliament	– (in countries with representative government) supreme law-making council or assembly
chamber	– (hall used by) group of legislators, often distinguished as the Upper Chamber and the Lower Chamber
house	– (building used by an) assembly
the House of Commons	
Member of Parliament (MP)	– elected representative in the House of Commons
seat	– place in which one has a right to sit
to win a seat / to lose one's seat	to win / be defeated in a Parliamentary election
to retire	– to give up one's work, position
retirement	– condition of being retired
to introduce / debate / pass / delay a bill	
the House of Lords	
hereditary	– passed on from parent to child, from one generation to following generations
peer	– hereditary peer-lord who has gained his title by birth
life peer	– life peer-lord whose title will not be inherited by his children
bishop	– Christian clergyman of high rank who organizes the work of the Church in a city or district
judge	– public officer with authority to hear and decide cases in a law court
government	– body of persons governing a State

local government	– administration of the affairs of a district (roads, education, refuse, parks, etc.) by representatives-elected by the residents
local authority	– officers elected to administer local government
cabinet	– group of men (chief ministers of state) chosen by the head of the government (the prime minister) to be responsible for government administration and policy
minister	– person at the head of a Department of State
the Prime Minister	– head of the British Government
Cabinet Minister	– one of the chief ministers of state chosen by the head of the government to be responsible for government administration and policy
to appoint ministers	– choose them for a post
Shadow Cabinet	– members of the Opposition in Parliament who would form a Cabinet if they were in power
department	– one of several divisions of a government
the Civil Service	– all government departments except the Navy, Army and Air Force
Home Office	– government department controlling local government, police, prisons, etc.
Home Secretary	– minister at the head of Home Office
Treasury	– department of State controlling public revenue (Ministry of Finance in other countries)
Chancellor of the Exchequer	– minister at the head of the Treasury
Secretary of State	– minister in charge of a Government office

Electoral System and Elections

to elect	– to choose by vote
election(s)	– choosing or selection (of candidates for an office, etc.) by vote
general election	– one for representatives in the House of Commons from the whole country
by-election	– election made necessary by the death or resignation of a member during the life of Parliament
election campaign	
election pledge	– promise
election returns	– results of the election
elector	– person having the right to elect (esp. by voting at a local or general election)

electorate	– whole body of qualified electors
to vote in an election	– to support / oppose by voting
to vote for / against smb. / smth.	
to vote on smth	– to express an opinion by voting
vote	– (right to give an) expression of opinion or will by persons for or against a person or thing, esp. by ballot or by putting up hands
ballot	– secret vote in which people select a candidate in an election, or express their opinion about something
majority	– number by which votes for one side are more than those for the other side
to be elected by a large majority / by a majority of 3974	
simple majority	
to win the majority of seats	
minority	– the smaller number or part, esp. of a total of votes
to be in the minority	
constituency	– (body of voters living in a) town or district that sends a representative to Parliament
to nominate (candidates)	– put forward for election to a position (the right of) nomination
alliance	– union
to poll	– to vote in an election; – to receive (a certain number of) votes
poll	– voting at an election; list of voters, counting of the votes; place where voting takes place; – survey of public opinion by putting questions to a representative selection of persons
polling-booth / station	place where voters go to vote

Political Tension and Use of Arms

to pursue a policy	– to have it as an aim or purpose
foreign / home (domestic) policy	
consistent / ‘big stick’ / ‘position of strength’ / wait-and-see policy	
war	– period of fighting between countries or states
at war	– in a state of war
to declare war on smb.	– to announce that a state of war exists (with smb.)
to fight a war with smb.	
to win / lose a war	

to unleash war	– to set free to attack
to trigger off / spark off war	– to be the immediate cause of war
to escalate war	– to increase its intensity or extent
to eliminate the menace / danger / threat of war	
to ban war / tests / arms-race	– to order with authority that a thing must not be done
cold war	– state of extreme political unfriendliness between two countries, although they are not actually fighting each other
devastating war	– the one leading to ruins
warfare	– making war; – condition of being at war; – fighting
warmonger	– person who encourages war
arms	– weapons
arms-race	– competition among nations for military strength
to halt the arms race	– to bring it to an end, to stop it
armament	– military forces and their equipment – weapons – increase by a country in the number and effectiveness of its weapons
disarmament	– process in which countries agree to reduce the number of weapons that they have, esp. nuclear weapons
unilateral disarmament	– disarmament of only one of the groups that are involved in a particular situation
general / complete disarmament	
force	– strength; – organized body of armed and disciplined man
armed forces	– military forces of a country, usually the army, navy and air force
to use / renounce (give up) force	
weapon	– object such as a gun, a knife, or a missile, which is used to kill or hurt people in a fight or a war
conventional / nuclear / chemical / bacteriological weapons	
mass destruction weapons	
to prevent the spread of weapons	
to proliferate weapons	– to reproduce by rapid multiplication
tension	– condition when regulations between groups, states are strained

international (world) tension
 to increase / ease (lessen, reduce, relax) tension
 situation – what is happening in a particular place or at a particular time
 to aggravate the situation – to make it worse
 proposal – plan which is suggested for people to think about and decide upon
 proposal for peace / disarmament / cooperation
 to make (to move) a proposal – to come out with it
 to accept (to endorse) a proposal – to say publicly that you support or approve of it
 to reject a proposal – not to accept it or not to agree to it
 talks / negotiations – discussion in order to come to an agreement
 summit (talks) – meeting at which the leaders of two or more countries discuss important matters
 peace / disarmament talks
 to conduct (to have) talks with smb.
 to settle (an issue) – to make an agreement about smth., to decide
 to settle disputes through negotiations
 (peaceful) settlement
 to achieve / to negotiate a settlement
 treaty – (formal) agreement made and signed between nations
 peace / test-ban / non-proliferation treaty
 to sign a treaty – to write one's name, to mark with one's initials
 to ratify a treaty – to confirm (a treaty) and to give a formal approval to it, usually by signing
 to denounce a treaty – to give notice that one is going to end (a treaty)
 parties / signatories – to the treaty
 agreement – arrangement or understanding (spoken or written) made by two or more persons, governments, etc.
 to conclude / sign / make / reach an agreement
 to cancel an agreement – to say that it will not take place
 to seek (for) / to come to / to arrive at an agreement
 detente – improvement of interstate relations
 conference – meeting at which formal discussions take place;
 – meeting about a particular subject, often lasting a few days
 to call / convene / hold a conference

resolution	– formal expression of opinion by a legislative body or a public meeting
resolution for (in favour of) / against smth.	
draft [] resolution	– outline (in the form of rough notes) of a resolution
joint resolution	– the one shared by or belonging to two or more countries
to pass / carry / adopt / reject / move / approve a resolution	
security	– (smth. that provides) safety, freedom from danger or anxiety

B. Economic issues

economy	– organized system for the production, distribution and consumption of goods
capital	– the money required to buy the assets of a business
asset(s)	– anything of value owned by a business that can be used to produce goods, pay liabilities, etc.
liabilities	– money that a company will have to pay to someone else - bills, taxes, debts, interest, etc.
to invest	– to spend money in order to produce income or profit
investment	– purchase of materials, machines, property, security, etc. in order to produce income or profits
share	– security representing a portion of the nominal capital of a company
shareholder	– owner of a company's equity capital
industry	– production of goods (or services) by the organized use of capital and labour
business	– trade or commerce in general; – organization that makes or buys and sells goods or provides a service
enterprise	– informal term for a business organization; – act of taking risks and setting up businesses
company	– association of people formally registered as a business (partnership, limited company, etc.)
management	– technique or practice of managing or controlling an organization or business
finance	– money, and its provision and management
to be financed by	
to produce	– to make or manufacture goods

producer	– a company or other organization that produces goods
product	– something made, manufactured (or produced) by a mechanical or industrial (or natural) process; – anything capable of satisfying a want or a need
production	– the act of producing; – the amount produced
productivity	– the amount of output produced (in a certain period, using a certain amount of inputs)
finished goods	– manufactured items that are ready to be sold or delivered to sellers
market	– set of all actual and potential buyers of a good or service; – place where people buy and sell; – people who trade in a particular good;
market demand	– total volume that will be bought in a particular area, period of time, and marketing environment, with a given marketing programme
market segmentation	– act of dividing a market into distinct groups of buyers who have different requirements or buying habits
marketing	– process of identifying and satisfying consumers' needs and desires
niche	– small segment of a market
outlet	– place where goods are sold to the public: shops, stores, etc.
flexibility	– ability of a business to change, to innovate and to adapt to new market conditions
commerce	– trade: the buying and selling of goods, and all related activities
goods	– items for sale (merchandise), or a person's movable possessions
industrial goods	– goods used in the production or supply of other goods
end user / consumer	– person who ultimately uses goods or services
consumer goods	– goods in everyday use, such as food, clothing, household goods, and services such as hairdressing, retail banking, etc.
commodity	– any goods that can be bought;

	– raw material or primary product traded on special
	– markets (metals, foodstuffs, etc.)
costs	– the expenses involved in doing or making something
price	– cost to the purchaser of a good or service
services	– activities involving labour, knowledge and advice offered for sale
to advertise	– to make something known to the public, by placing notices or messages in various media (newspapers, television, etc.)
advertising	– the business of creating and placing advertisements
advertisement (ad, advert)	– paid communication in the media designed to inform and persuade people about products and services
commercial	– advertisement broadcast on television or radio
to compete	– to try to get business for oneself or one's company, against rivals in the same industry
competition	– rivalry between businesses in the same market
competitive	– able to offer a good price compared with rivals
competitor	– rival organization offering similar goods or services
distribution	– process of getting products to consumers, usually by way of middlemen such as wholesalers
wholesaling	– selling goods in large amounts to shops and businesses
retailing	– selling goods in small quantities directly to consumers
to export	– to sell goods or services to another country
to import	– to buy goods or services from another country
income / earnings / revenue	– all the money received by a person or company during a given period (wages, salaries, rent, business profits, dividends, etc.)
profit	– excess of revenues over expenses
turnover	– business's total sales revenue
tax	– (sum of) money (to be) paid by citizens (according to income, value of purchases, etc.) to the government for public purposes
state / local / (in)direct taxes	

income tax	– tax on people's income
sales tax	– tax on goods and services, a percentage of the retail price
taxation	– (system of) raising money by taxes; – taxes to be paid
duty	– payment demanded by the government on certain goods exported or imported, or manufactured in the country, or when property is transferred to a new owner by sale or death

Employment and Payment

to employ	– to give work to somebody, usually for payment
employer	– person who employs others
employee	– person who is employed
employment	– employing or being employed – one's regular work or occupation
full employment / underemployment / unemployment	
to be unemployed	– to be jobless
labour	– bodily or mental work
labour force	– manpower
hard / hired labour	
anti-labour acts / legislation	
dispute	– debate, argument; quarrel, controversy
to work overtime	– to work after the usual hours
skilled / semi-skilled / unskilled worker	
lower paid worker	
full-time / part-time worker	
blue-collar worker	– worker in industry, doing physical work, rather than in offices
white-collar worker	– worker in offices rather than doing manual work in industry
to create jobs	
pay	– money paid for regular work or services
severance pay	– paid to an employee when his contract has ended
wage(s)	– payment made or received (per hour or day or week) for work, esp. manual and unskilled, or services
nominal / real wages	
wage claim	– demand for wage(s) that one thinks to have a right to meet / reject a wage claim

wage cut / rise	
to freeze wages	– to state officially that wages will not be allowed to increase for a fixed period of time
wage restraint	– rules and conditions that limit or restrict wages
to demand higher wages	
salary	– the money that someone is paid for his job each month, esp. if he has a professional job
bonus	– payment in addition to what is usual, necessary or expected
benefit	– allowance of money to which a person is entitled as a citizen or as a member of an insurance society, etc.
sickness / unemployment / maternity benefit	
sack(ing)	– dismissal from employment, often because one's work is not good enough
to get the sack / to be given the sack	
redundancy	– being no longer needed, useful, being made unemployed
to be made redundant	– to be dismissed by one's employer because one's job is no longer necessary or because the organization can no longer afford to pay him

Trade Union Activities

trade union	– organized association of workers in a trade formed to protect their interests, improve their conditions, etc.
trade union branch / council / leader / official	
trade unionist	– member of trade union
to strike (for smth)	– to stop working for an employer (in order to get more pay, shorter hours, better conditions, etc. or as a protest against something)
strike (stoppage, walkout)	– act of striking
official / wildcat (nonofficial) / general / national / sympathy strike	
strike-pay	– money paid to strikers from trade-union funds
to be / come / go (out) on strike	
to call (off) a strike	
picket	– worker, or group of workers, stationed at the gates of a factory, dockyard, etc. during a strike, to try to persuade others not to go to work

MASS MEDIA IN THE UNITED KINGDOM

Television and Radio

Watching television is one of the favourite pastimes in the United Kingdom. The average Englishman watches TV 26 hours a week. Broadcasting in the UK is controlled by the British Broadcasting Corporation (BBC) and the Independent Television Commission (ITC) which replaced the Independent Broadcasting Authority (IBA) in 1991. The BBC is financed by the government, whereas the private companies, such as ITV and Channel 4, which are controlled by the ITC earn their money from advertising.

The BBC has two TV channels. BBC1 as well as ITV broadcast mainly popular programmes, such as sports, films, the news, programmes for children, game shows and the so-called soaps, the latter being extremely popular with the people of almost all age groups. One of the most widely watched soap operas called 'Coronation Street' began in December 1960. It is set in a working-class area of Manchester. The fact that each episode of the serial is watched by up to 19 million people is indicative of its unbelievable popularity. BBC2 has more serious programmes and news features which generally attract smaller audiences. BBC2 is to some extent similar to Channel 4, one of the most recent independent channels, because both of them broadcast TV plays, classical music concerts, foreign films and special programmes for minority groups. But Channel 4 has more specialized programmes than the main channels. Most people in the UK generally consider the programmes offered by British television to be of a very high standard. But more and more people are becoming worried about the amount of violence shown on TV as well as its impact on children and youngsters. Many people in Britain would like to subscribe to satellite or cable television, but only 8% of homes can actually afford it.

National radio in the United Kingdom is controlled by the BBC which broadcasts on five national and 32 local radio stations, each specialising in a particular type of programmes. Radio 1 broadcasts rock music, the news and magazine-style programmes. Radio 2 specialises in pop music, light entertainment and reports on sport. Radio 3 plays classical music. Radio 4 has news and current affairs programmes, drama and general interest programmes. Radio 5 is mostly sport, education and current affairs. Radio 1 seems to be the most popular station with the average number of listeners of about 11.2 million people. The reason probably lies in the fact that most people listen to the radio in the morning when they prefer to have some background music while getting ready for work or school. Young people aged 15 to 18 prefer commercial radio stations, one of them being Virgin Radio which plays rock music 24 hours a day.

TV and radio in the UK are used for teaching purposes by the so-called Open University, which allows thousands of students to study at home and even get degrees. But these special educational programmes are broadcast early in the morning or late at night.

The Press

The British are one of the biggest newspaper-reading nations in the world. They read more newspapers than people in any other European country. Two out of three adults regularly read a national daily newspaper, and three out of four adults read a local newspaper. There is hardly any country in the world where the difference between various national newspapers is so amazing.

Newspapers do not only differ in the type of news they report and the way they report it. There are two distinct types of newspapers in Britain: the quality newspapers frequently referred to as the 'broadsheets' and the 'populars' also known as the 'tabloids'. Quality newspapers such as "The Times", "The Independent", "The Guardian", "The Financial Times", "The Daily Telegraph" contain factual reports of major domestic and international news mainly in the spheres of politics, business, arts and sport. They feature long informative articles, the photographs and headlines being comparatively small. A 'broadsheet' is usually double the size of a 'tabloid', which makes it more difficult to read it.

Contrary to the 'quality' newspapers the 'tabloids' called so because of their small size concentrate on reporting stories about famous people often featuring sex, violence, life of film and pop stars, the Royal Family and sport. The 'tabloids', especially "The Daily Mail", "The Daily Express", "The Daily Mirror", "The Sun" and "The Daily Star", are extremely popular with the British, who believe that the popular Press is generally aimed at entertaining its readers rather than informing them. The 'populars' usually feature lots of photographs, big headlines, but there is not much text in them. As a rule, they sell more copies than quality newspapers.

The wider popularity of the tabloid Press in comparison with the quality Press can be well illustrated by the fact that the circulation of "The Daily Telegraph", the most popular quality paper, is about 1,000,000 copies per day whereas the daily circulation of "The Sun" which probably ranks first among the 'tabloids' is more than 4,170,000 copies. The readership of "The Sun" is still higher, being over 11,000,000 per day, due to the fact that more than one person usually reads each newspaper. Nowadays, the differences between popular and quality newspapers are breaking down because most 'broad-

sheets' realise that their competitors are much easier to hold in hands and to read. That is why some of them, such as "The Guardian" for example, now have a tabloid section with stories about famous people. Besides, quality newspapers which used to be rather expensive as compared to popular newspapers are becoming cheaper, "The Times" being the cheapest national newspaper at present.

In the United Kingdom, newspapers are owned by individuals and publishing companies but not by the government or the political parties, which is the case in many other countries. Although the editors are usually allowed considerable freedom in their work, newspapers are still politically biased. "The Daily Express", "The Daily Telegraph" and "The Sun", for instance, are rather Conservative oriented whereas "The Daily Mirror" and "The Guardian" mainly reflect left-wing opinions in their reports and comments.

In addition to national daily newspapers, there are about nine papers published on Sundays. They are even more popular than the daily papers. Besides substantial reading matter some of the so-called 'Sundays' contain colour supplements which are in fact separate magazines with lots of photographs and illustrations, and various kinds of articles on general issues and about famous people, of course. Reading a Sunday newspaper is a traditional pastime in the UK. Some people may spend all day reading a 'Sunday'.

Local papers peacefully coexist with national daily and Sunday newspapers. Practically every area of the country has its own local newspaper or two. In England, for example, there are about 90 daily papers and more than 850 which are published once or twice a week. The importance of local papers is not to be underestimated because they report local news providing important focus for the community, advertise local business and convey information about local events.

British magazines constitute an important part of the Press because there are certain groups of population which do not read newspapers. Youngsters aged below 18, for instance, prefer reading magazines to newspapers. Thousands of weekly and monthly magazines are published in Britain. They fall into four principal categories: general interest magazines, such as "Radio Times", special interest magazines, such as "PC Weekly", magazines for women and those for children and teenagers. Magazines for women focus on clothes, makeup, health, appearance, as well as the problems of family life, household and the like. Magazines for teenagers are aimed at the problems of this age group, that is their relations with the friends and parents, clothes and fashion for youngsters, pop, rock and other styles in music, TV, film and pop stars, etc. "Just Seventeen" and "Smash Hits" now have the reputation of the most popular magazines for teenagers.

ILLUSTRATIVE DIALOGUE

[1] *Susan and David Bennett are going in a car and listening to the radio.*

- Susan: I say, David! Aren't we going to listen in?
David: We are, of course. As soon as you get into the car you immediately switch on the radio. Would you like to listen to some light music?
Susan: I'd like to listen to the six o'clock news. I was busy and missed the previous news programme.
David: Well, I prefer not to listen to the news while I'm driving. It's usually so depressing! Let's have some music instead.
Susan: OK! I don't mind music. What if we choose Radio 2?
David: Let's try to tune in. What's wrong? The reception is so bad. There are awful atmospheric noises. I'd rather switch the thing off.
Susan: Do, please! It gets on my nerves! What's the matter?
David: No idea. I'm afraid I've got to have it repaired because these noises appear each time I switch the thing on. I'll try to call the radio man to see to it tomorrow.

[2] *Frank and Barbara Simpson are watching TV.*

- Frank: Do you happen to know what's on BBC2 at half past eight?
Barbara: As far as I remember there's a western.
Frank: Is there anything worth watching on the other channels?
Barbara: I've got a feeling there's a quiz programme on one of the channels but I don't remember which.
Frank: That's all right. I'm sick and tired of quiz programmes.
Barbara: Let me look in the "Radio Times". You know, BBC1 is broadcasting a football match.
Frank: Do you mind if I switch over to it?
Barbara: Oh, no. I'd rather read a newspaper.

[3] *Susan Bennett and Philip, Judy's college mate, are discussing newspaper headlines.*

- Philip: Oh, those British newspaper headlines! How tricky they can be and how difficult to understand. Take this one, for example. "Fire fighter death – man charged". What does it mean, I wonder?
Susan: Sometimes you have to read the whole article in order to understand. Look here, it is about a security guard who appeared be-

fore a court accused of the manslaughter of the first female firefighter to die on duty in Britain.

Philip: Oh, I see. But, please, listen to this one: "Bath squeeze past Wakefield". What on earth does it mean?

Susan: Let me see. That's sport news. Bath, the English Cup holders, were given a scare at Second Division Wakefield before they went through to the quarter-finals with a 16-12 win.

Philip: How awfully unclever at headlines I am!

Susan: You don't say that! You simply have very little experience in reading English newspapers. I'm sure there are many things you will easily understand. What about this one: "Baby abandoned"?

Philip: It must be about the mother who abandoned her child.

Susan: Exactly so! Police are searching for her in Nottingham. Just imagine: the baby found abandoned in a lavatory cubicle at a supermarket was only five hours old!

Philip: And here's a sensational report under the headline "Two shot". It's about a masked gunman who killed a father and his son in their shop in Manchester and then attempted to shoot the man's wife and their eight-year-old daughter. It seems to me that some newspapers are full of gossip, violence and crime.

Susan: I think we should stop this discussion. What will you do today? Would you like to see the city with Judy?

Philip: Gladly. Though after reading these newspapers, I feel that everyone we'll meet will either be a criminal or the one who suffered from a criminal.

[4] *Susan and David Bennett are watching a TV interview.*

INTERVIEW

Interviewer: Good evening, ladies and gentlemen. This evening we turn your attention to some problems of television broadcasting. With us in the studio we have Mr Albert McRoy, the author of the book "Modern Television" with whom we are going to discuss the main changes which arise due to the fact that pay television is beginning to produce, as many experts say, the best original programming. Mr McRoy, quite clearly you have very strong views on this particular subject. In your recent book you wrote that modern television is diverse and sharply differentiated, and the fragmentation of audiences would lead to a better quality of

broadcasting. What do you think this move towards more segmented markets would mean in a broadcast medium?

Mr McRoy: It is a general tendency of modern life. All of world industry is moving towards more segmented markets. But in a broadcast medium such a move would be commercial disaster. The economics of broadcasting demands that the programmes appeal to the majority.

Interviewer: Do they really?

Mr McRoy: I am afraid they do, which worries me greatly. Let us take some shows as an example. In most of them neither writers nor artists can appeal to the highest aspirations of individuals. Instead, manipulative masters rule out huge masses of people. In many shows the characters behave the way people really behave in their every-day life demonstrating their duplicity, back-stabbing and other qualities of the kind. Unfortunately, that is what actually attracts the viewers.

Interviewer: Do you mean to say that the audience is attracted by people's negative features?

Mr McRoy: Not exactly so. People don't like to remain indifferent to what they see on the screen. They want to be furious or sympathetic with something, they wish to adore one thing and to hate the other. That is why such shows are not aimed at attracting the audience and they do not need ratings. Instead, at the end of the month the viewers decide whether it is worth renewing their subscription or not.

Interviewer: Do you really think this approach to be productive?

Mr McRoy: The virtues of this approach are beginning to show up in the number of prizes cable is winning. Recently it has bagged all the awards for original movies.

Interviewer: It is fashionable to worry that if television audiences are segmented into a number of different niches, people will have no common experience to talk about any more. Do you agree to that?

Mr McRoy: Not really. In fact, it is news, far more than soaps, that people gossip about at work and even at home.

Interviewer: Are there any effects of audience fragmentation which are worth having?

Mr McRoy: Certainly, there are. The main is plurality, of course. There are many programmes and even channels intended for various groups of viewers, such as children, teenagers, getting on in age, women, men, different ethnic groups and the like. Besides,

there exist special interest programmes: educational, musical, sports, scientific, medical and others. Moreover, we have an astonishing variety of methodologies and strategies of broadcasting. But no small group could control today's diverse television industry.

Interviewer: Mr McRoy, thank you very much for coming and answering my questions. We hope to see you in our studio again.

Mr McRoy: Thank you and all the best to your programme.

DISCUSSING THE INTERVIEW

Susan: Well, David, what do you think of broadcasting diversity and fragmentation of the audience?

David: I'm not quite sure, but it seems to me that any kind of diversity or plurality is always good. As for fragmentation it may have kind of dual effect. On the one hand, fragmentation of audience can lead to better quality of broadcasting because the quality of mass entertainment usually leaves much to be desired and ...

Susan: Let me have a word here. But do you really think that the quality of broadcasting depends on the number of television viewers.

David: As a matter of fact it does. If something is aimed at an average viewer, his tastes and demands, it can't be very good. So, the smaller the audience, the better the quality. Take special medical programmes, for example. They are always highly professional and informative in comparison with various talk-shows.

Susan: Perhaps, there is something in what you are saying.

David: On the other hand, fragmentation is dangerous. People may entirely give up state television and general interest programmes and turn to pay television, especially cable.

Susan: That's not bad at all. Probably, in this case cable television will become much cheaper.

EXERCISES

[1] *Choose the correct answers to the following questions:*

1. The BBC receives its income from
 - A. the government
 - B. advertising
 - C. political parties

2. The private companies get money from
 - A. the government
 - B. advertising
 - C. political parties
3. National radio has
 - A. three stations
 - B. four stations
 - C. five stations
4. The BBC has
 - A. two channels
 - B. three channels
 - C. many channels
5. Channel 4 broadcasts
 - A. sports and educational programmes
 - B. plays, foreign films, classical concerts, programmes for minority groups
 - C. news programmes and light music
6. The quality papers
 - A. try to entertain rather than inform
 - B. try to inform rather than entertain
 - C. try both to inform and to entertain
7. The circulation of a newspaper is expressed by
 - A. the number of people who buy it
 - B. the number of people who read it
 - C. the number of copies published
8. The readership of a newspaper is expressed by
 - A. the number of people who buy it
 - B. the number of people who read it
 - C. the number of copies published
9. Newspapers in Britain are owned by
 - A. the government
 - B. the political parties
 - C. individuals and publishing companies
10. At present, the cheapest newspaper in Britain is
 - A. The Daily Telegraph
 - B. The Guardian
 - C. The Times

[2] *Match the headlines and the newspaper articles.*

- | | | |
|----|---|--|
| A. | Demand for coins commemorating the life 1. Knifed radio host returns and work of Diana, Princess of Wales has been enormous, the Royal Mint said yesterday. Limited editions of gold and silver versions of the coins will be made available to the public today. More than 3,000 advance orders have been made for the gold coin, which costs £32.50 silver coin which has a limited issue of 350,000. It was announced in January that an official UK coin would commemorate the Princess, with all proceeds going to fund memorials recommended by the Memorial Committee set up in her name. The coin features a portrait of Queen Elizabeth on the other side. | 1. Knifed radio host returns |
| B. | Mobile phone users in the UK will soon be able to send 2. New bodies to aid efficiency text messages between different networks after an interconnection agreement was reached between the four UK operators. From today, subscribers to Orange and Cellnet will be able to send messages of up to 160 characters to users of each other's network. One-2-One and Vodafone will join the system soon. | 2. New bodies to aid efficiency |
| C. | A radio host who survived an attack by assailants 3. Demands for coins 'enormous' using meat cleavers returned to the airwaves Friday, showering officials and business tycoons with his trademark verbal is sue Albert Cheng, who is in therapy to recover from deep wounds to his legs, arms and back, said he would return to the hospital after the show. Two assailants attacked him in August outside the station just before his popular daily morning show, "Teacup in a Storm." | 3. Demands for coins 'enormous' |
| D. | Two new organisations aimed at making the Ministry 4. 'Violence can have no place' of Defence more efficient and effective at procuring defence equipment will be launched today. The Defence Procurement Agency will replace the former Procurement Executive. The semi-independent agency will have a slimmed-down top management structure and will | 4. 'Violence can have no place' |

be set targets to make sure it gets defence equipment into service on time and within cost. The new Defence Logistics Organisation will bring together the three separate service logistics organisations by April 2000. It will become the largest joint organisation in UK defence, employing about 41,000 people and will concentrate on supporting defence equipment once it is in service. The merger of the three service logistics organisations follows the government's Strategic Defence Review, which laid out plans for more co-operation between the armed forces.

- E. A statement from the Irish government 5. Operators agree text system yesterday said: "Violence, and the threat of of violence, has no place in democratic negotiation. Nothing can justify a resort to violence in an attempt to override the democratic political process. "The government's search for an inclusive process of negotiation was based om a clear commitment by the IRA to a total cessation of violence. The fact that commitment has been revoked alters the situation fundamentally. "Only those who take no part in violence, or in the support of violence, can take part in democratic negotiation. "The great majority of people of this island, the broad sweep of national opinion in Northern Ireland and Irish America all have invested in the peace that resulted from the IRA cessation of violence. "The ending of that cessation shatters the hopes of all those who invested in peace."

5. Operators agree text system

[3] *Read the passages from the article entitled "Minimum losses" and arrange them in a logical order to make up an article.*

(A) You might expect that unemployment would tumble in the regions and industries in which pay is low. Indeed, a report published this week by Business Strategies, a consultancy, forecast that 80,000 jobs would go in the next two to three years as a result of the minimum wage. More than half of these would be in wholesaling, hotels and catering. The number employed would fall by more than 0.5% in the north, Scotland and Wales, though by only a fifth that in London.

(B) Just as surprising is the lack of fuss with which the wage floor is being introduced. The claims of the past that huge numbers of jobs will be lost are today barely heard. In part, this is because the minimum wage was set with moderation in mind. The Low Pay Commission, the nine-strong group of business people, trade unionists and academics that advises the government on the minimum wage, deliberately pitched Britain's minimum roughly in the middle of OECD pack. At 46% of full-time median earnings, it is comfortably below those of Continental Europe, but above that of America. The lower youth rate is designed to mitigate the worst effects on jobs of high minimum wages, which tend to hit young people hardest.

(C) Until the middle of last year the economy was growing fairly strongly. This has created jobs by the hundreds of thousands. Overlaid on this is the long-term increase in the importance of service and part-time jobs. So it is no wonder employment in these industries and occupations has continued to grow. That said, employment may soon start to fall now that the economy is slowing – perhaps, say some economists, by 250,000 or more. In the midst of such big flows, the effects of the national minimum wage will be hard to discern.

(D) The introduction of national minimum wage is one of those policies of which ministers have boasted for so long that it is almost a surprise to learn that it is only now coming into effect. But from April 1st workers aged 22 and over will finally be entitled to the rate set by the government last summer of £3.60 (\$5.83) an hour. There is a lower minimum of £3.20 for those on training programmes and a lower one still, of £3, for 18- to 21-year-olds.

(E) Even so, why is the minimum wage not yet denting employment? Higher wages are by and large likelier to cost jobs than to create them. One reason is the low level of the minimum wages proposed. Another is that far greater forces have been pushing in the opposite direction.

(F) However, Business Strategies' 80,000 jobs account for only 0.3% of total employment. And there are few signs so far of even that many jobs being lost. Alastair Hatchett of Incomes Data Services, a research company, points out that employers have known that the new law was on its way for some time, and that some have increased wages in anticipation of it. Nevertheless, the numbers of some of the jobs most affected have grown over the past year. The increase in service-sector employment (nearly 390,000) has easily outstripped the decline in manufacturing jobs (about 140,000). The number of part-time employees has risen by 175,000. The wholesale, hotel and restaurant trades have taken on another 100,000 workers. In the past few

months, fast food and pub firms have announced plans to create thousands of new jobs for burger flippers and bar staff.

(G) In all, estimates the Low Pay Commission, 1.9m employees earn less than the minimum wage (or at any rate did so last spring, the latest period of which data are available). The impact is unevenly spread, both geographically and occupationally. Only 4.3% of employees in London will be affected, compared with 11.6% in the north-east. Over 1m of those earnings less than the minimum are part-time female workers; all told, one part-time employee in five is affected. And there is a predictable list of occupations with high proportions of low-paid workers: 29% of hotel and restaurant employees, for instance, and 24% of cleaners and security guards.

[4] Read the articles given below and think of appropriate titles for them. Discuss the articles.

A. Held twice a year in April and October, "Islamic Week" in London is organized by the main auction houses, museums, galleries and dealers and includes lectures, seminars, exhibitions and tours as well as specialized sales. Collectors and connoisseurs from around the world find it a unique opportunity to share their views, as well as to buy and sell. Christie's, Sotheby's and Bonhams are offering sales of paintings, miniatures, manuscripts, jewelry, metalwork, pottery, glass, calligraphy, coins, arms and armor, books, architectural artifacts, carpets and textiles from Oct. 12 to 16. Dealers in Islamic art, including Hadji Baba and Yazdani, are also participating. The Victoria and Albert Museum in South Kensington is offering a study day on Oct. 16 on "Indian Painting: From Court, Town and Village" that includes tours of its extensive collection of Islamic decorative arts as well as morning coffee, lunch and afternoon tea. The British Museum opens its exhibition on "Medieval Trading Cities of the Niger", which illustrates the impact and spread of Islam in West Africa, on Oct. 12.

B. Lloyd's, the besieged insurance market, will offer £2.1 billion to settle litigation that threatens its survival. Tomorrow it will announce how it has decided to divide the £2.8 billion reconstruction and renewal package devised last year. The lion's share of £2.1 billion will be spread among the 13,000 or so names suing the market. This will be more than double an earlier, unsuccessful offer to appease investors hit by massive losses. The rest will be used to help names cap their liabilities. The remaining £700m of the package will be used to help names fully cap their losses by reinsuring them into a new entity called Equitas.

C. NATO continued to bomb Yugoslavia, now concentrating more on Serb forces inside the province of Kosovo. Some prominent ethnic Albanians, including a representative at the recent talks in Rambouillet, were said to have been executed by Serb forces. Despite growing demands for NATO to send in ground troops, the alliance continued to rule out the possibility. An estimated 100,000 Kosovars fled to neighbouring countries.

D. The murder of Paraguay's vice-president led to riots and the impeachment of its president, Raul Cubas. He resigned and fled to asylum in Brazil; his ally and would-be strongman Lino Oviedo took refuge in Argentina. The leader of the Senate, Luis Gonzalez Macchi, took over the presidency, and installed a cross-party administration.

E. The international Olympic Committee has responded to the most damaging corruption scandal in the modern history of the Olympic movement by expelling six of its members and approving a series of reforms. I.O.C. members voted to set up an independent ethics committee and have instituted an interim method for choosing the host city for the 2006 Winter Games. Many of the most blatant bribery and corruption excesses that recently came to light were attributed to the current system in which all I.O.C. members vote for candidates from the bidding cities. For 2006, a 15-member panel will narrow the competing cities to two finalists, between which the entire I.O.C. will then choose. Despite criticism of his leadership, long-time I.O.C. chairman Juan Antonio Samaranch will remain in his post and will chair and appoint the members of a panel that will recommend further reforms.

F. The Turkish government stepped up security measures in response to a threat by the Kurdistan Workers' Party (PKK) that it will target popular tourist destinations in its insurgency campaign. Ankara also increased pressure on the German and British governments for harboring media outlets which the Turkish authorities characterize as rebel mouthpieces that "incite terrorism." Despite its threat, the PKK denied responsibility for the recent firebomb attack on an Istanbul shopping centre that left 13 dead. In a statement issued through his lawyers, PKK leader Abdullah Ocalan, whose capture triggered the most recent spate of violence, called for a peaceful solution to the Kurdish struggle.

G. Renault of France and Japan's Nissan struck a deal, in which Renault will pay ¥643 billion (\$5.34 billion) for a 37% stake in Nissan and a 23% stake in its heavy-vehicles unit. The deal creates the fourth-largest vehicle partnerships in the world, turning out 4.8m cars and lorries a year. But there seems some doubt as to the true level of Nissan's huge debt.

[5] *Agree or disagree to the following:*

1. Violence on television might lead young people to regard it as acceptable behaviour.
2. There should be no restriction to what may be shown on television.
3. A radio or TV broadcaster is free to express his or her political views and sympathies.
4. Watching TV is a mere waste of time because an enormous load of rubbish is pumped on the TV screen every day.
5. Television is extremely helpful in educating people.
6. Reading quality newspapers is a tiresome job.
7. Most people prefer newspapers which report news objectively.
8. Scandalous newspapers are very popular and sell well.
9. A journalist may work for only one newspaper.
10. Any means of getting information is good for a reporter.
11. Getting information about this or that event a newspaper reporter should rely on facts but not rumours.
12. The quality of local Press is lower than that of central Press.

[6] *Look at the following newspaper advertisements and say what sphere of life each of them belongs to. Describe one of the ads in more detail and say what kind of information it conveys.*

The world which has allowed the British Broadcasting Corporation to flourish is disappearing. Can public-service broadcasting survive?

When Parliament first debated ending the BBC's monopoly of television by allowing a channel supported by advertising, some compared the prospect to the coming of the Black Death. Lord Reith, the corporation's first director-general, talked of "betrayal and surrender". Just two years after the launch of a commercial channel in 1955, the BBC's share of the audience had collapsed to 28%.

The BBC survived, and recovered some of its lost viewers. Now it faces a far more serious challenge. Increasingly, it will have to compete with hundreds of new television channels. As they erode the BBC's audience, they will inevitably erode the corporation's legitimacy. Most of the BBC's considerable income comes from the licence fee – a flat tax, which will rise next year to £89.50, on every home with a television set. People who do not pay and cannot meet the consequent fine can be imprisoned, as 1,555 people (one-third of them women) have been in the past two years. How can this tax possibly be justified once viewers desert the BBC?

The BBC's share of the national television audience has already fallen to 42% from 50% in 1989. In the 20% of homes that receive cable or satellite television, it accounts for only 28% of total viewing. In radio, where lots of new commercial services have become freely available, its share has dropped from 66% in 1990, when commercial radio was deregulated, to just under 50%.

But the legitimacy of the licence fee is not the only problem that the multiplication of channels creates for the BBC. The newcomers will have revenues that are more cyclical but also more buoyant than the licence fee. The corporation's revenue has long been bolstered by the switch from monochrome to colour sets, which carry a higher fee. That change is over. From now on, the BBC's licence-fee revenues – £1.7 billion out of a total income of £2.1 billion (\$3.2 billion) – will be determined purely by the increase allowed by the government. Inflation-linked increases have been promised only until 2001.

While the BBC's revenues are constrained, those of its competitors, the regional independent television companies (ITV) and BSKyB, the subscription satellite service part-owned by Rupert Murdoch's News International, are not. Even the BBC expects the net advertising revenues of its commercial rivals to grow 50% in real terms over the next decade, and their subscription revenues to quadruple. As a result, the BBC's competitors will be able to outbid it in any battle to buy sports rights, film rights or new programmes. They have already begun to do just that. On December 13th the ITV companies jointly bought the rights to screen Formula One motor racing for five years from 1997. They paid £60m, ten times what the BBC currently pays for the privilege. The BBC has already lost many rights to football, cricket and rugby.

The Beeb's dilemma is acute: it has to compete for audience share, which costs money, but it receives no direct financial reward if it succeeds. Advertising-supported television can charge advertisers higher rates for big audiences; subscription television can bill viewers directly for channels they particularly want to watch, and in future for particular programmes. But whether the BBC snares an audience of 23m, as it did for its interview with Princess Diana, or 2m makes no difference to its main source of revenue. In spite of a licence fee that costs the equivalent of a penny on income tax, it may be unable to afford the programmes that people most want to watch.

[7] Read the extract from the article entitled "Time to adjust your set" and discuss the main problems of BBC and the prospects of public-service broadcasting.

[8] *Describe the following cartoons published in one of the issues of "The Sunday Times". What do you think of them? What is your opinion about the use of cartoons in newspapers and magazines?*

[9] *Look at the following cartoons from "The Sunday Times" and fill in the bubbles.*

[10] *Arrange the requirements for a television announcer given below according to the degree of importance. If necessary, continue the list of requirements or exclude from it those that you think to be of no importance. Give your reasons for what you did.*

to have a good appearance

to feel at ease (before the camera)

to be self conscious

to have a good memory

to have good vocal abilities

to speak distinctly

to have a good understanding of the information conveyed

to have a good understanding of the language

to have a friendly manner

to possess common sense

to have a good manner of speaking

to possess personal charm

to possess the ability to convince people

Say which of these assets are necessary for a radio announcer. Why? What do you think these people are saying? Why?

[11] *Listen to radio and television news programmes, read news reports in various newspapers and prepare a survey of the current events in your country and abroad. Try to focus on news items from different spheres of life (politics, economy, culture, sports, law and order, etc.)*

[12] *Study television programmes of various channels and work out a perfect TV schedule for one day. Try to make it interesting for the majority of people.*

[13] *Make up a dialogue in which you are discussing with your friend / colleague / neighbour an interesting TV programme you have seen recently. Express your opinion about it.*

[14] *Speak about*

1. The bad effect of TV on children.
2. The advantages of radio over television, if any.
3. Your favourite TV or radio programme.
4. The most popular / conservative / radical newspapers in your country.
5. Newspapers and magazines read by your family.
6. The role of the Press in shaping public opinion.
7. TV and radio programmes, newspapers and magazines for youngsters in your country.
8. The future of mass media in your country and in the world.

II. ROLE PLAY

Training Political Activities

SITUATION

The class / group falls into a number of subgroups. The first subgroup is made up of politically neutral people who are not members of any political party. The other subgroups are various political parties. Each of them has to work out its political platform and formulate it in the party manifesto. The manifesto should contain the name of the party, its slogan, the formulation of the main principles supported by the party members and the outline of its policies. Each manifesto is to be given to politically neutral people from the first subgroup in order to make them support this or that party, join it if necessary, or simply vote for the candidates of this party in an election. All the members of political parties should do their best to explain their party's policy trying to win as many people as possible to support or join the party. No one can join more than one party. As soon as a person has joined a party, he must immediately start canvassing for it, trying to get more and more members. At the end of the game, the largest party wins to form the Cabinet. The largest minority party forms the Shadow Cabinet.

EXAMPLE OF A MANIFESTO

The Party of Computer Addicts

The slogan is: A Computer for Each Citizen of the Country by Year 2000. The main principle of the party platform is that modern civilization will move forward through rapid technological progress. The basic policies are as follows: More money to be spent on research in the field of computer technologies and programming. Wide use of computers and robots in all spheres of life instead of manpower. Teaching to be done entirely by computers. Human brain to be substituted by artificial intellect on a large scale. More sophisticated leisure activities (various computer TV programmes, video and computer games, etc.) to be developed. Computer contacts with other civilizations to be set up by technologically advanced space centres.

III. SUPPLEMENTARY READING

1. The British and American Press

by Stephen Leacock

Stephen Leacock (1869–1944) is a famous Canadian writer of the twentieth century. His stories are full of humour and sarcasm and expose the contradictions of modern life. S. Leacock used to say that the basis of humour lies in the contrast offered by life itself. But “the deep background that lies behind and beyond what we call humour is revealed only to the few, who by instinct or by effort, have given thought to it”.

The only paper from which a man can really get the news of the world in a shape that he can understand is the paper of his own “home town”. For me, unless I can have the Montreal “Gazette” at my breakfast and the “Star” at my dinner, I don’t really know what is happening. In the same way I have seen a man from the south of Scotland sit down to read the “Chronicle” with a deep sigh of satisfaction; and a man from Burlington, Vermont, pick up the “Eagle” and study the foreign news in it as the only way of getting at what was really happening in France and Germany.

The reason is, I suppose, that there are different ways of serving up the news and we each get used to our own. Some people like the news fed to them gently; others like it to be thrown at them in a bombshell; some prefer it to be made as little as possible; they want it to be minimized; others want the maximum.

This is where the greatest difference lies between the British newspapers and those of the United States and Canada. With us in America the great thing is to get the news and shout it at the reader. In England they get the news and then break it to him as gently as possible. Hence the big headings, the bold type, and the double columns of the American paper, and the small headings and the general air of quiet and respectability of the of the English press.

It is quite beside the question to ask which is the better. Neither is. They are different things, that’s all. The English paper is designed to be read quietly, propped up against the sugar bowl of a man eating a slow breakfast in a quiet corner of a club... The American paper is for reading by a man hanging on the straps of a clattering subway express, by a man eating at a lunch counter, by a man standing on one leg, by a man getting a two-minute shave, or by a man about to have his teeth drawn by a dentist...

Hence comes the great difference between the American “lead”, or opening sentence of the article, and the English method. In the American paper the idea is that the reader is so busy that he must first be offered the news in one gulp. After that if he likes it he can go on and eat some more of it.

Thus, suppose that a leading member of the United States Congress has committed suicide. This is the way in which the American reporter deals with it:

“Seated in his room at the Grand Hotel with his carpet slippers on his feet and his body wrapped in a blue dressinggown, after writing a letter of farewell to his wife and emptying a bottle of Scotch whisky in which he took off from her all the responsibility for his death, Congressman Ahasuerus P. Tigg was found by night-watchman Henry T. Smith, while making his rounds as usual, with four bullets in his stomach”.

Now, let us suppose that a leading member of the House of Commons in England had done the same thing. Here is the way it would be written up in a first-class London newspaper. The heading would be “Home and General Intelligence”. This is inserted so as to keep the reader quiet, and is no doubt thought better than the American heading, “Bug-house Congressman Blows out Brains in Hotel”. After the heading the English paper runs the subheading, “Incident at the Grand Hotel”. The reader still doesn’t know what happened: he isn’t meant to.

Then the article begins like this:

“The Grand Hotel, which is situated at the corner of Millbank and Victoria Streets, was the scene last night of a distressing incident”.

“What is it?” thinks the reader.

“The hotel itself, which is an old Georgian structure dating probably from about 1750, is a quiet establishment, its clientele mainly drawn from businessmen from North Wales”.

“What happened?” thinks the reader.

“Its kitchen has long been famous for the excellence of its boiled fish”.

“What happened?”

“While the hotel itself is also known as the meeting place of the Harmonic Society and other associations”.

“WHAT HAPPENED?”

“Among the more permanent of the guests of the hotel has been murdered during the present parliamentary session Mr. Llewellyn Ap. Jones, M.P. for South Llanfydd. Mr. Jones apparently came to his room last night at about ten p.m., and put on his carpet slippers and his blue dressing gown. He then seems to have gone to the cupboard and taken from it a whisky bottle which, however, proved to be empty. The unhappy gentleman then appears to have gone to bed ...”

At that point the American reader probably stops reading, thinking that he has heard it all: the unhappy man found that the bottle was empty and went to bed very properly calling it a “distressing incident”; quite right. But the trained English reader would know that there was more to come and that the air of quiet was only assumed, and he would read on and on until at last the tragic interest heightened, the four shots were fired, with a good pause after each for discussion of the path of the bullet through Mr. Ap. Jones.

I am not saying that either the American way or the British is better. They are just two different ways, that’s all. But the result is that anybody from the United States or Canada reading the English papers gets the impression that nothing is happening; and an English reader of our newspapers gets the idea that the whole place is in a tumult.

2. Proverbs, Sayings, Quotations, Jokes

No news is good news.

A man is known by the company he keeps.

All’s well that ends well.

Suit the action to the word and the word to the action.

Promise little, but do much.

Actions speak louder than words.

Where there is a will there is a way.

When in doubt don’t.

Haste makes waste.

Many men, many minds.

“When a dog bites a man, that is not news, but when a man bites a dog, that is news”.

“Along with responsible newspapers we must have responsible readers”. (*A. H. Sultzberger*)

A chap who spent most of Sunday in front of his television watching one football game after another finally fell asleep there and spent the night in his chair. When his wife arose in the morning, she was afraid that he would be late for work. “Get up, dear,” she said. “It’s twenty to seven”.

In an instant, the man was fully awake. “In whose favour?” he asked.

A young teacher, who teaches electronics at the local high school, sometimes picks up a little extra money repairing television sets. One evening, when Mr Brown's set broke down, he drove to the teacher's house and brought him back to fix it. After working on it for a couple of hours he had it going again, and Mr Brown asked him to have some coffee and cake with his family. While they were eating, Mr Brown asked the teacher how much he owed him.

"Well", the teacher said thoughtfully, "You came after me and you're taking me home. You gave me coffee and a piece of cake. I won't charge you for the work. "But", he added, "it will be two pounds for missing the sports news".

IV. GLOSSARY

abandon (v.)	отказываться от; покидать, оставлять
acute (adj.)	острый; сильный; пронизательный
adore (v.)	обожать, очень любить
appease (v.)	успокаивать, умиротворять; улаживать
aspiration (n.)	стремление, сильное желание
assailant (n.)	противник, нападающая сторона
asylum (n.)	приют, убежище; сумасшедший дом
back-stabbing	удар в спину, предательское нападение; клевета
bag (v.)	(зд.) собирать
besiege (v.)	осаждать, окружать
bid (v.) (bade, bidden)	приглашать (гостя)
(bid, bid)	
blatant (adj.)	крикливый, ужасный, вопиющий; очевидный, явный
boast (v.)	хвастать(ся), гордиться
bolster (v.)	подпирать, поддерживать
bribery (n.)	взяточничество, подкуп
buoyant (adj.)	плавающий, способный держаться на поверхности, жизнерадостный
burger (n.), hamburger	гамбургер
calligraphy (n.)	каллиграфия; почерк
cap (v.)	перекрывать, превзойти
catering (n.)	поставка продуктов
cessation (n.)	прекращение, остановка
challenge (n.)	вызов
cleaver (n.)	большой мясной нож
collapse (v.)	рушиться, обваливаться; терпеть крах; сильно слабеть
commitment (n.)	обязательство
connoisseur (n.)	(фр.) знаток
constrain (v.)	принуждать; сдерживать, стеснять
council (n.)	совет
crime (n.)	преступление
criminal (n.)	преступник
cubicle (n.)	небольшая перегороденная спальня школьном общежитии

dent (v.)	нарезать, насекать, заострять
disaster (n.)	бедствие, несчастье
discern (v.)	разглядеть, видеть, понимать
diverse (adj.)	иной, отличный; разнообразный
dual (adj.)	двойной, двойственный
duplicity (n.)	двойственный
entity (n.)	сущность, существо, нечто реально существующее
erode (v.)	разъедать, вытравливать, разрушать
expel (v.)	выгонять, исключать, удалять, выбрасывать, выталкивать
fine (n.)	пена, штраф
fire fighter	пожарный
flipper (n.)	(зд.) продавец
furious (adj.)	взбешенный, неистовый
fuss (n.)	нервное возбужденное состояние, суета, суматоха
gossip (n.)	болтовня, сплетня
incite (v.)	возбуждать, подстрекать, побуждать
insurgent (adj.)	восставший, мятежный
interim (n.)	промежуток времени
launch (v.)	запускать, предпринимать
lavatory (n.)	туалетная комната
legitimacy (n.)	законность
litigation (n.)	тяжба, спор
manslaughter (n.)	непредумышленное убийство
masked (p. p., adj.)	переодетый, замаскированный
merger (n.)	объединение, слияние
mitigate (v.)	смягчать, уменьшать, облегчать
mouthpiece (n.)	мундштук, рупор, глашатай
outbid (v.) (outbid, outbade)	перебивать цену, превзойти
outstrip (v.)	(зд.) превысить
override (v.) (overrode, overridden)	не принимать во внимание, попирать
partnership (n.)	участие, товарищество
pitch (v.)	устанавливать
plurality (n.)	множественность
pottery (n.)	глиняные изделия, фаянс, керамика

proceeds (n.) (pl.)	вырученная сумма, выручка, доход
procure (v.)	доставать, добывать, обеспечивать
quadruple (v.)	учетверенный, четырехсторонний, четырехкратный
reinsure (v.)	перестраховывать
resort (n.)	обращение (за помощью)
revoke (v.)	отменять, аннулировать
reward (n.)	награда, вознаграждение, поощрение
riot (n.)	бунт, мятеж, нарушение общественного порядка
roughly (adv.)	грубо, приблизительно
rule out (v.+prep.)	исключать
scare (n.)	внезапный испуг, паника
shatter (v.)	разбить вдребезги, разрушить
slim down (v.+prep.)	(зд.) упрощать
snare (v.)	поймать в ловушку
spate (n.)	наводнение, внезапный ливень, поток красноречия
squeeze (v.)	сжимать, сдавливать, стискивать, втискивать, протискивать(ся)
stake (n.)	доля капитала
strike a deal	заклучить сделку
sue (v.)	преследовать судебным порядком, возбуждать дело
surrender (v.)	сдаваться, уступать, подчиняться
sweep (n.)	выметание, подметание
take over (v.+prep.)	принимать от другого
take refuge	найти убежище
trigger (v.)	возбуждать, приводить в движение
tumble (v.)	падать, валяться, приводить в беспорядок
tycoon (n.)	промышленный магнат
uneven (adj.)	неровный, неуравновешенный, нечетный
violence (n.)	жестокость
wound (n.)	рана, ранение, оскорбление

V. KEYS

Exersize 2: 1C, 2D, 3A, 4E, 5B

Exersize 3: 1D, 2B, 3G, 4A, 5F, 6E, 7C.

UNIT 10

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I. SPEAKING PRACTICE

1. The System of Education in the UK

ESSENTIAL VOCABULARY

education	– 1) the whole area of work concerned with teaching people in schools, colleges, universities, etc.; 2) knowledge and abilities, development of character and mental powers, resulting from such teaching;
nursery (pre-school) / primary / elementary / secondary / further (post school) / higher / adult education;	
state education	– education provided and paid for by the government;
free education	– education without payment, costing nothing;
compulsory education	– that must be received, required;
vocational education	– professional education (for a profession); full-time / part-time / all-round education;
education by correspondence;	
Local Education Authority	– education department of local government (LEA);
school	– 1) an institution for educating children; 2) a process of being educated at a school; 3) all the pupils or staff at a school;
state / independent / private / fee-paying school;	
nursery (infant) / primary / junior / secondary school;	
grammar school	– secondary school for more intelligent children which teaches mainly academic subjects;
secondary modern school	– a school which gives all-round education and develops practical skills;
comprehensive school	– a school which provides all types of secondary education;

middle school	– a school for pupils aged 9–12;
public school	– a private school for fee-paying pupils;
boarding (residence) school	– a school at which pupils live;
pupil	– a person who is studying at school;
teacher	– a person who teaches at a school or similar institutions;
headmaster (headmistress)	– a principal teacher of a school;
to run a school	– to organize, manage a school;
stream (A, B, C)	– (division of a) class of children in groups according to ability and intelligence;
exam(ination)	– a set of questions to find out how much someone knows about a particular subject, especially one that is given at the end of a course of study, or at the end of a school year;
CSE exam(ination)	– an examination that you take in order to get the Certificate of Education;
GCE exam(ination)	– an examination that you take in order to get the General Certificate of Education;
entrance exam(ination)	– an examination that you take in order to enter a college, university, etc.;
graduate (final) exam(ination)	– an examination that you take at the end of the course of studies at college, university, etc.;
IQ (intelligence quotient) test	– a special test that indicates your level of intelligence;
to sit for / to do an exam(ination)	– to take an examination;
to pass an exam(ination)	– to have a successful result in it;
to fail an exam(ination)	– to have bad results in it;
to do well in an exam(ination)	– to pass an examination;
to do badly in an exam(ination)	– to fail an examination;
final(s)	– the last exam(s) that someone takes at the end of a course of study, especially at a university;

examiner	– a person who examines;
examining board	– a group of examiners;
admission	– allowing to enter;
to enter a university;	
student	– a person who is studying at university or college;
undergraduate	– a student at a university or college who is studying for his or her first degree;
postgraduate	– a student with a first degree from a university who is studying or doing research at a more advanced level;
lecturer	– a teacher at university or college;
reader	– a senior lecturer at a university, with a rank just below that of a professor;
utor	– a teacher at a British university or college who advises a student, guides his general performance and leads a discussion group;
lecturer / reader / tutor in law, social science, etc.;	
professor	– the most senior teacher in a department;
to graduate from a university	– to complete a degree course and receive a certificate that shows this;
course	– a series of lessons on a particular subject;
to attend a course;	
to do an undergraduate / postgraduate course;	
required course	– a compulsory course;
elective course	– an optional course;
technical / science / humanities (liberal arts) course;	
tutorial	– regular meeting between a tutor and one or several students, for discussion of a subject that is being studied;
tuition fee	– teaching costs;

a diploma	– an official paper showing that a person has successfully finished a course of study or passed an examination;
a diploma in...	
to confer a diploma on smb.	– to give a diploma to smb.
to award a certificate/ a diploma / a degree;	
bachelor's degree	– a first degree awarded by universities;
Bachelor of Arts (BA)	– a person with a first degree in an arts or social science subject;
Bachelor of Science (BSc)	– a person with a first degree in a science subject;
master's degree	– a university degree which is of higher level than a first degree;
Master of Arts (MA)	– a person with a master's degree in an arts or social science subject;
Master of Science (MSc)	– a person with a master's degree in a science subject;
PhD	– a degree awarded to people who have done advanced research into a particular subject;
Doctor of Philosophy (PhD)	– a person with a PhD;
doctorate	– a highest degree awarded by a university;
to obtain a doctorate in (Social Psychology);	
scholarship	– a sum of money given by an individual, a collective body, or the state to enable a person to study;
grant	– money given by a government (for education).

THE SYSTEM OF EDUCATION IN THE UK

Full-time education is compulsory for all children between the ages of 5 and 16. Over 90 per cent of all schoolchildren attend schools provided and maintained by Local Education Authorities (L.E.A.s), and education at these schools is free.

Besides this state system of education there are also fee-paying independent schools: Public Schools with centuries-old traditions and private experimental schools.

The state system of education is divided into three stages: primary, secondary and higher education.

Primary Education

Primary schools are divided into infant schools for children between the ages of 5 and 7, and junior schools for children aged 7 to 11.

In the infant school children are taught reading, writing and numbers, but most of the time is devoted to various games, training in good habits, talking and extending the children's vocabulary as well as making things with different materials and tools.

In the junior school children start learning mathematics, English, art and handiwork, science and nature study, history and geography. In some schools French is taught and in Wales, children study the Welsh language.

Many primary schools practise "streaming." Children are placed in "streams," i.e. parallel classes learning at different speeds. There are usually three streams for each age-group: "A" Stream for children who learn the quickest, "B" Stream for average pupils, and "C" Stream for slower children.

Secondary Education

Free secondary education is given to children between the ages of 11 and 16, and pupils may stay on until they are 17 or 18 if they wish. Over 80 per cent of children attend *comprehensive schools*. Most other children receive secondary education in *grammar schools* or *secondary modern schools* to which they are sent after selection procedures at the age of eleven.

Selection of primary school children for grammar schools is usually based on teachers' reports, tests and consultation with parents. Grammar schools are designed for children likely to profit from an academic type of education, and pupils who intend to go to university remain at school until 16 or 18 years old.

Secondary modern schools give a general education which is less academic and more intended to train children for a job when they leave at the age of 16. Secondary modern school pupils study handicrafts, domestic sciences and other practical activities.

In 1965 the Labour Government introduced the policy of comprehensive education so that children of all abilities could receive secondary education. Comprehensive schools are non-selective and they try to develop the talents of each individual child. Comprehensive school pupils are quite often

put into 'sets' according to their abilities in each subject and the children can choose between large numbers of courses: from art and craft to sciences, modern languages and computer studies.

Besides the comprehensive and the selective systems of education there also exists the so-called private or independent system.

There is a wide range of independent schools covering every age group and grade of education. They include primary schools (age 4 to 8) and preparatory (prep) schools (aged 8 to 13), which are private primary schools preparing pupils for public schools. At the age of 13 children take an examination. If they pass, they go on to public school where they usually remain until they are 18. A typical public school has about 500 boys but a few have more. With a few exceptions all public schools are boarding schools. The best-known public schools are Eton, Harrow, Winchester, Rugby, Shrewsbury, Charterhouse, Westminster, all of which are several hundred years old.

The public schools emphasize the importance of character-building and training the boys for future positions of leadership. Quite a few ministers were educated at public schools – nearly half of them at Eton – and so were most of the bishops of the Anglican Church, judges, the generals in the army and the men who hold the leading positions in the commercial world. Seventeen Old Etonians have been Prime Ministers.

Secondary school pupils may take examinations leading to the Certificate of Secondary Education (CSE) or the General Certificate of Education (GCE).

The CSE is designed for pupils of average abilities who have completed five years of secondary education, and is normally taken at the age of 16.

The GCE comprises examinations at two levels: "O" Level (Ordinary Level) intended for pupils who leave school at the age of 16 and "A" Level (Advanced Level) intended as a university qualifying examination. The "A" level examinations are usually taken in 3 or 4 subjects. "O" levels may be taken in any number of subjects, and some pupils take as many as 10 subjects. Pupils who have passed their CSE exams may remain at school for another two or three years to take their "A" level exams. All grammar and comprehensive schools have a sixth form where pupils study for their "A" levels.

There are no compulsory subjects at either level and candidates may choose from a wide range of subjects, including such subjects as music, art or handicraft.

All universities require the GCE "A" level qualifications.

Higher Education

In the UK universities are self-governing institutions, academically independent of the Department of Education and Science.

The English universities are divided into three groups:

- 1) Oxford and Cambridge (or “Oxbridge”);
- 2) Provincial (or Civic) Universities (or “Redbrick”): Birmingham, Bristol, Leeds, Leicester, London, Sheffield and others.
- 3) The new universities which were opened after 1960: Sussex (at Brighton), York, East Anglia (at Norwich), Lancaster (at Coventry) and some others.

The Universities of Oxford (founded in the 12th century) and Cambridge (founded in the 13th century) have dominated English education for some seven hundred years. Being the country’s oldest seats of learning, they are also its most respected. They also happen to be its wealthiest and most beautiful and thus they tend to attract its ablest students and teachers, but the academic standards at these two are generally higher than they are elsewhere. Scotland had four universities, all founded before 1600. Wales only acquired a university in the twentieth century. The first English university after Oxford and Cambridge was Durham, in the North of England, founded in 1832. The University of London was founded a few years later in 1836.

During the nineteenth century institutions of higher education were founded in most of the biggest industrial towns. And now there are about 50 universities in Britain.

The basic qualification for university admission is the GCE at “A” level in at least two subjects. However, good exam results are not enough: entry to universities is competitive and competition for places is fierce.

Over 90 per cent of students in higher education are aided from public funds. The amount depends on the parents’ income. If the parents do not earn much, their children will receive a full grant which will cover all their expenses.

Courses in arts and science are offered by most universities and at nearly all universities courses are available in one or more applied sciences.

University degree courses usually last over three or four years, though in medicine five or six years are required. Then a student may proceed to a Bachelor’s degree; and later to the degree of Master and Doctor.

A university consists of a number of faculties usually called departments: divinity, medicine, arts, law, music, natural sciences, economics, engineering, commerce, agriculture and others. Students listen to lectures given by professors, readers and lecturers; their studies are sometimes supervised by tutors. Advanced students work together with the teaching staff, and are engaged in research.

ILLUSTRATIVE DIALOGUE

Judy Bennett is talking with Greta who is doing an English course in a summer language school.

Greta: What kinds of institutes have you got in England?

Judy: I suppose, by “institutes” you mean educational institutions? We don’t call them like that. In Great Britain we have universities and colleges.

Greta: By the way, what is meant by “residential” college?

Judy: It’s a college with a hostel which is usually situated on the same grounds as the principal building. All the students live in the hostel, and so do the majority of the teaching staff. There are also many non-residential colleges which haven’t got any hostels.

Greta: I see. Now, what is the difference between a university and a college?

Judy: Well, first of all, the curriculum is different: colleges give a specialized training, and at a university the curriculum is wider and the course of studies is longer – three or four years, though if you are studying medicine you’ve got to spend five or even six years at university.

Greta: And at a college?

Judy: It depends on the type of the college. Teachers’ training colleges, for example, have a two-years’ course, sometimes three, if the student is specializing in some particular subject.

Greta: Only two years – and you get your diploma! It’s quick, isn’t it?

Judy: Teachers’ training colleges, by the way, don’t confer diplomas on their graduates. They award certificates to them. Diplomas are conferred on graduates of technical colleges.

Greta: What about universities?

Judy: A university graduate will leave with the Degree of Bachelor of Arts, Science, Engineering, Medicine, etc.

EXERCISES

[1] *Find the odd one out in each of these lists and make a note of what the other three have in common. Check your answers (p. 477).*

1. Primary school; comprehensive school; grammar school; secondary modern school.
2. Writing; reading; streaming; copying.

3. Student; postgraduate; pupil; undergraduate.
4. Boarding; elementary; private; compulsory.
5. Degree; examination; certificate; diploma.
6. Professor; tutor; reader; teacher.
7. Independent school; state school; private school; public school.

[2] *See how well you have understood the British educational system. Here are two young British people with different educational experiences. Fill in the missing words to complete the story of their lives at school. Check your answers (p. 477).*

A. My name's Ann Brown, and I'm seventeen. I first went to a _____ school when I was _____ years old. I left it at the age of seven, and went on to a _____ school, and then to a comprehensive. I took ten _____ and now I'm in the _____ form studying maths, chemistry and physics for my _____ exams. If I have good "A" level results in at least _____ subjects and if I pass an interview successfully I shall be given a place at _____.

B. I'm John Sampson. I'm seventeen, and I work in a garage. After five years of study in a _____ school I took six _____ to receive the _____. At the age of _____ I left school and applied for a job as a mechanic. I have never intended to go to _____.

[3] *What type of educational institution is it? Check your answers (p. 477).*

A. It's an educational institution for school-leavers with good "A" level results in several subjects and successful results of the interview. Competition for places here is fierce. A place at this institution brings with it a grant from the LEA. The degree received by the graduate depends on the length of the course of studies.

B. It's a state or independent secondary school. It is a selective and takes more academically able children, up to the age of 16 or 18. There are state schools of this kind in only a few areas now.

C. It's an educational institution for school-leavers over 16. Students acquire different practical skills and usually start working in the sphere of their practical training.

D. Nowadays it is the normal secondary school in most areas. It takes pupils of all abilities, and have replaced both grammar and secondary modern schools.

E. It's an independent, private school taking pupils from 13–18 years. Most of the pupils are boarders. (They live in the school.)

[4] *You are the Chancellor of one of the newly founded universities in Britain which is not known to school leavers. Prepare a speech about the University and the system of education in it. Advertise the new trends in teaching and the organization of the University. Give as much information about the University as possible.*

[5] *Speak about:*

1. Stages of education in the educational system of the UK.
2. Different types of schools in Britain.
3. The system of examinations used in schools.
4. University education in the UK.
5. Points of similarity and difference between schooling in the UK and in your country.
6. Higher educational institutions in Britain and in your country. Their advantages and disadvantages. Features of the British system that might be applied to the system in your country.
7. Conceptions of education of a non-distant and distant future.
8. Private education in your country: possibilities and prospects.
9. The future system of schooling and higher education in your country as you see it.
10. Intelligence tests in the UK and in your country.

[6] *Do the following Intelligence Tests. Mind that the pupils at the age of 11 usually sit for such intelligence tests. Don't forget about a time limit (simultaneous response is required).*

Test A

- 1) Tom is twice as old as his brother Sam, who is half as old as his sister Anne, who is 5 years older than her brother Jim. Who are the twins?
- 2) Forty cabbages are set a foot apart in a row. How long is a row?
- 3) Costly – cheap – precious – rich. Which word is the opposite of dear?
- 4) June 21st is the longest day in the year. How many hours are there in that day?
- 5) A man had 23 sheep. He sold all except 11 of them. How many had he left?
- 6) You look in a mirror and see the reflection of a clock on the opposite wall. The time appears to be a quarter to five. What is the real time by the clock?

Test B

In each sentence is hidden the name of an animal, a bird or an insect. Find the hidden word, and write it down.

Example: Tom was playing in the mud. *Answer:* wasp

- 1) He repaired the orchard's wall owned by Mr Brown.
- 2) Thief, rogue, scoundrel are not very nice names.
- 3) I wrote to Jackson & Co, who have a large shop in London.
- 4) There were straight lines of radishes, beet, lettuce, and carrots in the boys' plot.

2. School and College Life

ESSENTIAL VOCABULARY

to do well / badly at school;

mark – a point that is given for a correct answer or for doing something well in an exam;

grade – the mark you get in an exam or piece of written work usually in the form of a letter or number, that indicates your level of achievement;

to get / a good / a bad grade;

subject – an area of knowledge that you study at school, college, or university;

basic / ordinary / general subjects;

curriculum – all the different courses of study that are taught in a school, college, or university;

timetable – a chart that shows the times in the week at which particular subjects are taught;

syllabus [ˈsɪləbəs] – the subjects that are studied in a particular course;

to develop smb's personality and character;

to approve of a child to like and admire a child;

to allow children freedom;

to encourage / to stimulate a child to express himself;

to express one's individuality;

to enforce discipline – to make pupils obey the rules of behaviour;

to renounce discipline	– to declare publicly that you will no longer enforce discipline;
corporal [ˈkɔːprəl] punishment	– the punishment of pupils by beating them;
to behave oneself;	
to stay away from classes/ school	– not to go to classes / school;
to skip classes / school;	
to play truant (from school)	– to stay away from school without permission;
truant [ˈtruː ənt]	– a pupil who stays away from school without permission;
to drop out of school, etc.	– to leave school, etc. without finishing it;
to swot for an exam	– to study very hard, especially when you are preparing for an exam; – to read things again and notes in order to be prepared for the exam;
to revise for an exam;	
to lag (fall) behind	– to make slow progress, not to keep up with the other pupils in class;
to be on the top / at the bottom / of the class;	
to be the top student in (History);	
to be bottom of the class;	
mixed / co-ed (ucational) school	– a school that is attended by both boys and girls;
single-sex school	– a school that is attended only by boys or only by girls;
to wear a school uniform;	
method	– a particular way of teaching;
progressive/traditional methods of teaching;	
to offer good / bad teaching;	
to do homework;	
to be loaded down with homework;	
to do after-school activities.	

SCHOOL AND COLLEGE LIFE

Until 1989 pupils in Britain had to study whatever subjects their school chose and each school followed its own programme of studies, had its own curriculum and rules. That's why the life of pupils at each school was different from that of other school. Then the government introduced the National Curriculum which standardized programmes, rules and... life of British school children. On the one hand the introduction of the National Curriculum made it easier for pupils to move from school to school and teachers had the security of an agreed structure within which to work but on the other hand most schools lost their individuality.

Schools are open 5 days a week and on weekend there are no lessons. Children do not have to attend classes on holidays which they have at Christmas, Easter, Witsun, and in the summer. On other days pupils can't stay away from school without permission.

School life of younger children is quite different from that of senior pupils. In infant schools children are taught the three Rs (reading, writing and 'rithmetic) for about 20 minutes a day during the first year but most of the time is devoted to such activities as modelling, painting, drawing and singing. In junior schools the atmosphere is a bit more restricted at this age level and children have to sit in rows and follow a regular timetable.

Life of pupils attending secondary school is different. Morning school starts at 9 o'clock but children have to come a bit earlier, at 8.40 a.m., and go to registration, which lasts until 9 o'clock. After registration their lessons begin. They usually last for 3 hours, until 12 o'clock in the afternoon and then children have a break during which they buy drinks, sweets, and crisps from the school tuck shop. For lunch, many pupils bring sandwiches, but hot and cold meals are also available in the school canteen.

Afternoon school begins at 1 or 2 o'clock and lasts for 2 or 3 more hours until 3 or 4 o'clock.

According to the National Curriculum each child must choose any nine subjects from the curriculum as well as one foreign language. The courses chosen by pupils are all mixed, and occupy different amounts of time. So senior pupils have the so-called free study-periods in which they may study privately.

At most secondary schools in Britain pupils have to wear a uniform. This usually means a white blouse for girls (perhaps with a tie), with a dark-coloured skirt and a pullover. The colours may be grey, brown, navy blue, dark green and similar. Boys wear a shirt and a tie, dark trousers and dark-coloured pullovers. Pupils of both sexes wear blazers – a kind of jacket – with the school badge on the pocket. They often have to wear some kind of hat on

the way to and from school – caps for the boys, and berets or some other kind of hat for the girls.

People appear to have opposing opinions on this question. Most school children can't stand wearing uniform because it does not allow to express their individuality; others claim that school uniform both promotes a sense of identity and team spirit and prevents discrimination on the grounds of class.

Sport is considered an important part of children's education in Britain. It does not only develop physical abilities, but it builds their character too. Team games in particular encourage such qualities as enthusiasm, cooperation, loyalty, unselfishness. And when children are grown up they will be able to deal with difficult, unpleasant situations and will probably know how to get on with other people.

When young people leave school they are no longer adolescents. They are fairly independent people, and when the time comes to pick a university they usually choose one as far away from home as possible!

First year university students are called "freshers." As a rule freshers live in a Hall of Residence on the college campus, although they may move out into a rented room in their second or third year, or share a house with friends.

Besides lectures students have regular seminars and once or twice a term a tutorial. At university students spend three or four idyllic years enjoying the company of other young people; together they hold parties where they indulge in witty and erudite conversation. In quieter moments they read Latin or Greek authors and write essays. After three or four years they sit a handful of exams and if they pass them successfully they are allowed to put letters "B.A." after their names. These letters are to impress everybody they meet, particularly their future employers.

ILLUSTRATIVE DIALOGUES

[1] *Greg Simpson is talking with a colleague of his about nursery education.*

Greg: What's up, Sally? You look worried.

Sally: It's my mother... I'm fed up with her nagging me into sending my daughter to nursery school.

Greg: How old is your daughter?

Sally: She's only three and a half and, I think, she's too little to go to nursery school. But my mother has an entirely different opinion.

Greg: I also think that's a kind of a good idea. My children went to nursery school when they were three and they liked it very much.

Sally: Did they?

Greg: Yeah, they enjoyed being around other people their age, I mean little kids.

Sally: Well, but don't you think that maybe we start structuring a person, you know, too soon? In my opinion our educational system is very structured and very repressive... we're just starting the process a couple of years earlier...

Greg: But, Sally, wouldn't it be possible to start some sort of creative thing earlier? Would you be in favour of that?

Sally: Mmm, I'm also thinking, too, what age children start to socialize and I don't think they're ready for socializing outside of the family, you know, before the age of about five or six.

Greg: Well... there are lots of other ways of socializing with other children than sending your child off to a nursery school. Maybe you are right.

[2] *Greg Simpson is talking with his children about their school.*

Greg: Do you like school?

Pamela: No.

Greg: Why not?

Pamela: It's boring... The teachers are all right, some of them, nobody ever listens to them. So, they think they're teaching, you know, but they aren't.

Greg: How would you change it if you – if you had the power to change something, how would you change it?

Michael: Blow it up.

Greg: OK. Do you think that kids your age shouldn't have to go to school, is that what you're saying?

Michael: Yeah, but the school that we go to, it isn't worth going to. It's a – dump.

Pamela: It's – the teachers – some of the teachers that are there are all right, they talk to you like you're normal, but some of the teachers there still treat you like a little kid – think that you should sit down and just be quiet while listening to them. But you don't, 'cause they're boring.

[3] *Greg and Joan are looking back at their school days.*

Joan: I had a great time at school – well, really I mean I had a great time when I was a kid. I can't remember learning much there but school didn't do me any harm.

Greg: But I couldn't stand the first school I went to, when I was five. I was so miserable there I still don't like to think about it.

- Joan: What happened?
- Greg: Sometimes children played jokes on me like spilling ink on my books, they called me names and laughed at me and that hurt just as much. In the end it got so bad that my parents took me away.
- Joan: I've never really understood why children are so cruel to one another. And it isn't always a physical thing.
- Greg: Yeah. By the way, yesterday I was talking to Pam and Michael about their school and do you know what they said?
- Joan: What?
- Greg: Michael says it's a dump and he'd rather blow it up, and Pamela, well, she thinks that the teachers there are boring.
- Joan: Mmm, you shouldn't take it too seriously. I think they're just normal kids. They like playing and it's only natural. You can't put your head on their shoulders.
- Greg: Anyway I can't stop worrying about them.
- Joan: Thank God, they're doing well.
- Greg: When I studied at school I was good at most subjects – you know near the top of the class without consciously making much effort except Mathematics. I was OK at Arithmetic.
- Joan: I know how fast you can add up, as a calculator.
- Greg: Yeah, but when we started real Mathematics – Algebra, Geometry – I had no idea. Once the teacher said a circle had three hundred and sixty degrees and I asked him why – I was really curious – and he said: “Don't ask stupid questions, boy!” That was the end of real Mathematics for me...
- Joan: And you wonder why children find their teachers boring?
- Greg: Well... I hope I'm not a boring teacher, am I?

EXERCISES

[1] *Some people say that your schooldays are the happiest days of your life. Here are six people talking about their schooldays. Read the interviews, discuss them. Answer the questions below.*

Kate Bull is a travel agent.

“I went to the local grammar school. It was an all-girls' school, and we all had to wear uniform. That uniform! I really hated it! We had to wear white socks, white blouses, matching blue skirts and blazers, and one of those... you know... funny little hats. Ooh! And we had to wear ties, really! We didn't mix much with children from other schools. It was a bit snobbish, I suppose. The

syllabus was very academic. We never did things like cookery or needlework. I was glad at the time but I wish they'd taught us a few... a few basics. I can't even make a decent omelette. I didn't like games, either – a lot of girls running round a hockey field on a freezing cold January afternoon. I hated it! Oh and another thing I regret... I wish the school had been co-educational. I was terribly shy of boys for a couple of years after I left school... simply because I hadn't met many."

John Collins is a successful self-employed builder. He went to a secondary modern school.

"School? I left it when I was 16, and I was glad to get out. I knew exactly what I wanted to do. I wanted to start earning a living as soon as possible... in the real world. Most of the teachers were boring, and they didn't seem to understand us. They lived in a different world. They couldn't understand that we didn't want the things they wanted – you know, Shakespeare and all that rubbish! I'd have left earlier if I could. I think teachers are overpaid, and their holidays are too long. I don't know what they're always complaining about. I'm sorry I had to go to school at all!"

Susan Cantor is the personnel manager in a department store.

"I was at a big comprehensive – nearly 2000 students. Because it was so big there was a wide choice of subjects and I liked that. I suppose it was a bit impersonal sometimes. I often wished it had been smaller, but the teaching was very good and there were lots of extra activities. I played in the school orchestra – not very well – and helped to produce the school newspaper. I think comprehensives could be improved. A lot of my friends left at 16, and they now regret leaving so early. Some of them would have done very well academically, if they had been encouraged enough. Still, maybe things are different now."

Edward Green is a civil servant. He's a senior official in the Foreign Office.

"I went to Eton, actually. I suppose I had a very privileged education. Academic standards were very high and I was able to go on to Oxford. The thing I remember most is the comradeship. The friendship I made there have lasted through my life. Sports were very important for me – I believe that team games teach people to work together, and we played every afternoon. There's been a lot of bad publicity about corporal punishment in schools. I was often beaten but it didn't do me any harm. Maybe young people would be better behaved these days if there were more discipline in schools. My only regret about boarding school is that I didn't get to know my parents very well. I didn't see much of them after the age of eight. I've thought a lot about the

problems, but I'd like to send both of my sons to Eton. We have already reserved their places."

Barbara Murphy is a housewife.

"I was brought up in the country and I went to the little village school. We were all together – boys and girls of all ages. It was like one big, happy family. It was difficult for the teacher of course – different ages and abilities – but the older children helped the younger ones. I think it was a good preparation for life. I wish they'd never closed it. My children have to travel four miles by bus to the school in town. My schooldays were very happy. I never passed any exams, but I don't regret going to my little village school."

Paul Johnston was at a comprehensive school. He's unemployed at the moment.

"I left school last year when I was 17. I passed all my exams, but I still haven't been able to find a job. I wish I'd applied for university, but even with a degree, there's no guarantee of work nowadays. I wish I'd chosen different subjects. I specialized in English Literature, History, and Latin. I enjoyed doing them, but you see... most of the jobs these days are on a technical side. I think schools ought to give more advice on careers and there should be more specific job preparation. If I'd known more about job possibilities, I'd have done other subjects."

Answer the questions.

- 1) What can you say about your schooldays?
- 2) Were they the happiest days of your life?
- 3) What would you like to change in the system of education at school you (used to) go to?
- 4) Would you like to send your children to that school?
- 5) What are the best/worst memories you have of your own school days?

[2] *Read the following texts, extracts and newspaper articles. Agree or disagree to what is written. Discuss them.*

A. From the outside, reading textbooks, writing papers and essays, doing homework, engaging in classroom recitations and discussions, may have all the appearance of work that is good for the mind. But a closer look shows how little thinking is really going on. This is child labour, that both keeps the child off the streets and trains him in the carrying out of prescribed tasks. (After Ch. Reich);

B. There is still, I think, not enough recognition by teachers of the fact that the desire to think – which is fundamentally a moral problem – must be induced before the power is developed. Most people, whether men or women, wish above all else to be comfortable, and thought is an uncomfortable process; it brings to the individual more suffering than happiness in our imperfect world. (From “The Testament of Youth” by Vera Brittain);

C. Long before the year 2000, the entire antiquated structure of degrees, exams and credits will be discarded. No two students will be taught in exactly the same way.

In the educational world of tomorrow the centralized work place will also become less important. Just as economic mass production required large numbers of workers to be assembled in factories, educational mass production required large numbers of students to be assembled in schools. This itself with its demands for uniform, discipline, regular hours, attendance checks and the like, was a standardizing force. In future a good deal of education will be conducted in the student’s own room at home or in a dorm, at hours of his own choosing. Vast libraries of data will be used by students through a computerized information retrieval system. With his own tapes and video units, his own language laboratory and his own electronically equipped study room he will be freed, for much of the time, from the unpleasantness of the classroom. (After Alvin Toffler);

D. The average learner often fails to make the right start. Time was not so long ago, that education was assumed to consist of memorizing a textbook: a series of facts, figures, rules, and formulars. Memorize this and one might be considered a learned person.

Such an education neglects to train the thinking faculties or to operate the learner to utilize in any practical way what he has acquired. (From Webster’s New American Dictionary);

E. We want a pupils’ character!

“Children at school are the most oppressive group in society.” This is what representatives of Britain’s secondary school pupils said at their first annual conference this year. “A long working-day with compulsory 2–3 hours homework per night; school uniforms, ridiculous discipline and punishments – if we had a proper union there’d be an immediate strike,” they said.

The pupils called for a new charter for children at school – no uniforms, no punishments, no selection – a more relevant curriculum with pupils choosing the subjects, more politics and society, plus practical things like driving a car, running a horse, bringing up children, sex education... (From “Daily News”);

[3] *Read the following statements about education. Agree or disagree with them. Put a tick (✓) in the column on the right showing the degree to which you agree or disagree. Reason out your viewpoint.*

strongly agree	agree	not agree	disagree	strongly disagree

1. Education in school should be compulsory up to the age of 18 for everybody.
2. Education should be free for everybody.
3. There is no need for private schools.
4. All schools should be co-educational.
5. Girls and boys should be taught the same subjects.
6. Students should be allowed to take part in the running of the school.
7. School education should help you develop your personality and character.
8. The aim of school should be to keep pupils occupied.
9. Schools should teach you skills you can use to get as good a job as possible.
10. At school pupils should be taught how to get on with other people.
11. School education should help with things pupils will need to know when they leave school (for example, about running a home and managing money).
12. The aim of education is to teach you how to read and write well.
13. The aim of education is to teach you about right and wrong.
14. Every pupil should be taught to speak at least one foreign language.
15. Exams are the only way of checking learning.
16. Exams should take place at the end of each school year; fail and you repeat the year.
18. Homework should be given every day.
19. Punishment for misbehaviour in school is the responsibility of the parent, not the school.
20. Schools should be a pleasant place to be in.
21. School uniforms should be worn by all pupils.

[4] *Answer the questions.*

1. What innate qualities does the system of education at your school / college/ university develop?

2. What would you like to change in the existing system of education at your school / college / university?
3. Which is better, to go to school or to be taught at home?
4. What modern conditions allow a person to become educated and cultured? What is meant by being educated and cultured?
5. What is more important for good education – learning power or good teaching? Why?
6. Should humanities be introduced in the curricula of the faculties of natural sciences and vice versa?
7. Were you influenced by your parents in the choice of your future profession? Do they approve or disapprove of your choice? Why?
8. What methods of education do you find too “traditional” or too “progressive”?
9. If you are over twenty (thirty), describe the differences between education then and education now.
10. Are there any age limitations for education? Do you think we can be too old to learn certain things? What? Why?
11. Should there be selection for different types of schools and higher educational institutions? What might the principles of such selection be?
12. How effective is the use of corporal punishment for enforcing discipline? What is more effective punishment or reward?
13. What can you say about extra curricula activities of youngsters at school / higher educational institution?
14. How do you feel when you have to take an exam?
15. Do you think people do their best in exam conditions?
16. Do you think exams are fair?
17. Would you like to abolish them?
18. If you didn’t have exams, do you think you would work harder, or not? How would your study habits change?
19. What advice would you give a friend before an important exam?
20. How do you think people should be selected for universities, jobs, etc.?
21. What kind of tests do people have to face in life outside of school? Is it true that people who pass exams successfully succeed in later life? If so, why?
22. What are some of the alternatives to traditional examinations?
23. Do you think school uniforms are a good idea?
24. What are the advantages and disadvantages of single sex schools?

[5] *What personal qualities, skills and qualifications are necessary for a nursery school teacher / secondary school teacher / university lecturer / language teacher/ tutor?*

Continue the given list if necessary. Arrange the qualities in the order reflecting their importance in each case.

Personal qualities

ambition
flexibility
(mental) agility
energy
determination
initiative
patience
tact
imagination
pleasant appearance
good speaking voice

Skills and qualifications

organizing
dealing with people
listening to people
persuading
working accurately
teaching qualifications
nursing qualifications
good exam results in “core” subjects
working hard
working irregular hours
working at weekends
getting up early

[6] *Plan a secondary school curriculum (11 to 18 years).*

In the list of the subjects given below choose the “core” courses which must be designed to give students a broad background in the general humanities and sciences with the result that the students possess analytical skills as well as written and verbal abilities. The “core” courses are compulsory and they must take at least the first three years of studies. Only during their senior years students may take elective courses. Distribute the courses between the years of study. Mind that some of the courses in the list may be omitted and you are free to take any other courses not given in the list.

anthropology

art

astronomy

biology

business administration

computer science

chemistry

drama

economics

engineering

foreign languages

geography

geology

history

journalism

linguistics

mathematics

music

native language

literature

philosophy

physical training

physics

political science

psychology

religion

speech

sociology

statistics

zoology

[7] *Express your idea of “the ideal school” (or explain why there shouldn’t be any schools at all!). Take into consideration the following points:*

new subjects that should be introduced
subjects that you would like to drop
the way the school should be run – rules, pupil power, parents
age range of pupils
methods of teaching
teaching staff
curriculum
pupils’ life; etc.

[8] *Should punishment be used by teachers? This has always been the most widely discussed problems. Here are some arguments against punishment.*

1. It is no good to discipline children through fear.
2. Any punishment humiliates a human being.
3. Teachers who punish their pupils do not care for children, they care only that children conform to the rules.
4. When one uses any kind of punishment he brings up cruel and heartless people.
5. Punishment leads to lies, as children would tell any lie to prevent the unpleasant act.
6. Punishment destroys a child’s personality.

Continue this list. Think of possible arguments for the use of punishment. Try to convince everybody that your point of view is the only acceptable one.

[9] *Develop the following situations.*

1. Your friend believes that physical training is of no use to future journalists, lawyers, psychologists, etc. He gives a number of arguments to support his opinion. State the opposite case.
2. Your friend believes that doing a sport and taking part in competitions prevents you from studying seriously. He gives some evidence to prove his point. Argue the opposite viewpoint. Speak about your previous experience in sport.
3. Your friend studies electronic engineering. He believes that studying the humanities is very easy/useless/has no future. Argue the opposite viewpoint.

4. Your friend is going to be a literary critic. He believes that all students of sciences are narrow-minded; the subjects they study are boring and uninspiring; their future work will not be really creative. Argue the opposite viewpoint.
5. Your parents don't want you to study humanities / sciences. Persuade them that this is your real vocation.
6. Convince your friend who doesn't believe in university education that university is the best place to study law, history, philosophy, journalism, etc.
7. Interview your friend about his school / college / university experience.
8. Your friend believes that teaching will soon be done by computers. Challenge the statement that a teacher can be replaced by machines.
9. Your friend believes that lectures / seminars are useless. Argue the opposite viewpoint.
10. Your friend wants to become a university teacher. Describe the qualities he must develop in order to make a good lecturer.
11. You are a university professor. Let your friend ask you about the advantages and disadvantages of giving lectures.
12. Your friend believes that students should be allowed to take notes and books into examinations. Then they can demonstrate understanding, instead of just ability to memorize. Argue the opposite viewpoint.

[10] *Agree or disagree to the following statements.*

1. "Schools have for too long been based on rules and restrictions. If a child is to develop he will develop best in an atmosphere of freedom."
2. "The object of education is to prepare the young to educate themselves throughout their lives."
3. "The job of a good parent is to pass on to his children his best ideas and moral standards. The job of the school is the same; to insist if necessary that the young generation is better than the old."
4. "A school should not be a preparation for life. A school should be life."

[11] *Speak about:*

1. The role of education in modern society.
2. New trends in education.

3. An ideal student / teacher.
4. The main principles on which teaching should be based.
5. Advantages and disadvantages of university education.
6. Subjects that will be taught at higher educational institutions in the 21st century.
7. The main disadvantages of the present system of all-round education. Possible ways of improving it.
8. Computer versus teacher in the education of the 21st century.
9. Education and the most popular professions of the future.
10. Education and mass media.
11. Foreign languages in the system of education.
12. Youth clubs in Britain and in your country. Activities to be encouraged in a youth club.
13. Extra curricula activities of students at your school / college / university.
14. The benefits of learning one's own language / foreign language.

[12] *Organize a round table discussion.*

The round table is a form of group discussion in which the participants exchange views around the table (not necessary round!) under the leadership of a chairman. The number of participants usually doesn't exceed a dozen. Mind the duties of participants in a group discussion.

The chairman should:

- know the subject thoroughly;
- make a brief introduction statement;
- introduce the speakers to the audience;
- ask questions to stimulate discussion;
- see that everybody has a chance to speak;
- summarize the discussion;
- thank the audience and the speakers.

A speaker in a group discussion should:

- know the subject thoroughly;
- listen intelligently: when you agree with another speaker, listen to increase your information on the subject; when you disagree, listen to accept a different viewpoint if it is supported by sufficient evidence;
- speak so that everyone can hear;
- recognize and acknowledge the truth of what others say;

- always be polite: sarcasm is out of place, self-control is a mark of maturity, disagree reasonably – and with factual evidence.

Topics for discussion

1. Knowledge acquisition: is it passive memorizing or active learning.
2. Humanities versus science in education.
3. Compulsory school / college / attendance should not be abolished.
4. Punishment versus reward in teaching.
5. Teaching and learning as cooperation of teachers and students.
6. Mixed ability grouping versus streaming.
7. Examinations are a necessary evil.
8. No number of letters after your name can teach you about life.
9. University education teaches you to think for yourself.

II. ROLE PLAY

SITUATION

Organize a talk show about education. It should provide plenty of argument and lively debate.

ROLE CARDS

1. Derek Jameson

You are the television presenter of the talk show. You know that audience enjoy programmes when there is plenty of argument and conflict. You ask those you know will not agree with the previous speaker to comment on his opinion and your questions are always provocative. You have to make sure that everyone gets a chance to speak, and avoid the discussion being dominated by one or two speakers. At the end of your talk show you sum up the discussion.

2. Jilly Cooper

You are an inspector of Education for Greater London. Your ideas are very progressive. You agree that a command of basic skills is necessary, but you think that it is vitally important to develop pupils' artistic talents – for music and art, their awareness of society and the world around them. You believe that children should be prepared for leisure and private life as well as working life. You think that instead of enforcing rigid discipline teachers should give their pupils more responsibility.

3. Julia Boggis

You are a headmistress of an experimental modern school in Blackpool. You began it 6 years ago. You believe that all children are good and allow them freedom to express themselves. Since lessons in your school are optional, it is up to your pupils whether to attend classes or stay away from them. The children have classes according to their age and interests. As a result you have no truants and your children seldom feel homesick. You have no new methods of teaching because you do not think that teaching itself matters very much. And the child who *wants* to learn something *will* learn it no matter how it is taught.

4. Paul Harris

You have two children at school – the one where Julia Boggis runs – and you are in two minds about education they are receiving. You say that

your children are interested in all the projects they do, but you are worried about whether they are being adequately prepared for passing exams and getting good jobs later; you wonder whether the free atmosphere at the school reflects the reality of life outside school.

5. Judy Bennett

You have just started your first year at college where you study medicine. (You have always wanted to follow in your father's footsteps and become a doctor.) You were good at most subjects at school without making much effort. And you think that no enormous changes are needed in the way schools are organized. However, you think that more attention should be paid to foreign languages and arts: it's much easier to learn a foreign language when you are little and such subjects as literature and history broaden the mind by filling it with a lot of delightful and rather useful knowledge. You think teachers should be respected and should know how to keep discipline.

6. Frank Gray

You are a managing director of a factory that employs 4,000 workers in a small town in the East of England. You believe that educational standards are falling, that the applicants you employ are almost illiterate and cannot do even the simplest arithmetic. You accuse new-fangled, 'progressive' methods of this and claim that schools have neglected basic subjects.

7. Peter Hart

You are a headmaster of a comprehensive school in Bristol. You took the school over 10 years ago when it didn't have a good academic reputation, it was known as a 'difficult' school. Since then, through strong discipline and organization, you have brought it under control and obtained a high degree of academic success. You are strongly in favour of the traditional values of education. Your critics say that your school is fine for the brighter children but doesn't help the less academic ones.

8. Brian Williams

You dropped out of school at 15 with no school certificate and never went to university. Later, when you were about 30 you obtained a degree with honours through night-school and correspondence courses. The degree itself didn't mean much to you but it improved your career prospects. You became an executive manager for a large company. You are still convinced that no number of letters after your name can teach you about life. Being self-taught allows you to do things in your own way and form original opinions. And you

believe that a lot of people go to university just to put off the evil hour of getting stuck into a real job.

Other members of the group are the audience in the TV studio. They can ask the presenter of the Talk Show and his guests different questions on the subject and give their comments.

III. THE SUPPLEMENTARY READING

1. Recovery After Graduation How Fatal is a College Course?

by S. Leacock

Stephen (Butler) Leacock was born in Swanmoor, Hampshire, on December 30, 1869, and came to Canada in 1876. He was educated at Upper Canada College, Strathroy Collegiate Institute, and the University of Toronto (B.A. 1891). He taught modern languages at Upper Canada College in Toronto from 1889 to 1899.

Then he undertook graduate studies at the University of Chicago and obtained his PhD in 1903. He lectured at McGill University's Department of Economics and Political Science from 1903 to 1936, as chair of the department from 1908. He was known and loved, internationally, as a humorist. "Literary Lapses", "A Book of Sketches" (1910), "Nonsense Novels" (1911), "Sunshine Sketches of a Little Town" (1912), and "Arcadian Adventures with the Idle Rich" (1914) were just the first of his 40-odd popular books. Leacock received many honours in his lifetime, including the Lorne Pierce Medal from the Royal Society of Canada and the Mark Twain Medal. He died of throat cancer on March 28, 1944. The Stephen Leacock Medal for Humour was established in his honour in 1947.

It is very commonly supposed, or taken for granted, that a man comes out of college with his mind hopelessly impaired. I do not think that this is so. I have known a great many cases of recovery, which, if not absolutely complete, seemed at least permanent.

More than that. If a man will set himself to preserve what he has gained at college, he will find that, as he grows old, he is able in his leisure to fall back upon his education as a delightful *reductio ad absurdum*.

I know a case in point. Most boys at school have at some time learned all the dates of the Saxon and Norman kings. But as a rule they fail to keep this up, and lose all the good of it. I have an old friend, a college graduate, who has carefully kept this knowledge alive. He is now able in his old age to get great enjoyment from saying over these dates to himself. His keepers say that he shows many other signs of mental activity, and often recites for them lists of genitive plurals and verbs that take the dative.

How different with most of us! We all remember that the prepositions *ad*, *con*, *in* and *inter* govern something – but just *what*, eludes us. We are therefore unable to apply the knowledge gained. You and I perhaps once knew

that the genitive of *supellex* (furniture) was *supellectilis*. But later on when we came to furnish a house and could have used this information, it had slipped away. Horace puts it very well in his usual wistful way – but I forget just how.

I am not referring to the classics alone. How much our college mathematics ought to mean to us, if we only kept them clean and bright, like a sword ready to be drawn from the scabbard. Take the logarithm. I suppose no more powerful implement of human advance was ever fashioned than when Montesquieu discovered the logarithm – I think it was Montesquieu. “*The logarithm of a number to a given base is the index of the power to which the base must be raised to produce the given number.*” The old fellow hit the mark right in the centre first time.

But for most of us this bright instrument is useless. We have forgotten how to raise the base. Had we kept any reasonable recollection of second-year hydraulics the thing would be easy. But no! There is the base and we can’t lift it.

Yet it pleased me, I must say, at my country place last summer when there was some mathematical difficulty about marking the tennis court to find one of my guests, a student in my class at McGill, offer to work out the measurement of the court with a logarithm. He said it was quite simple. He needed, in short, nothing but an hypotenuse and two angles, both of which luckily were found round the place. It was very interesting to watch the boy calculating at first. I am certain that he would have got his solution, only while he was preparing to mark the court by means of his logarithm the chauffeur marked it with whitewash.

It may be said that mathematics is, for most of us, a thing apart. Not all of us have the knack of my McGill student. But where we all show the greatest shortcomings in our education is in the matter of our studies in English literature – the very language and thought of our nation. Here I am afraid it is only too true that our college methods fall short of what one could wish.

I am thinking especially of poetry. I fear it is an undeniable fact that poetry is dealt with, by our literature teachers, in exactly the same way as a compound of gases is treated in the chemistry department. It is broken up, analysed, labelled, examined, and finally reduced to the form of solid matter.

Let me take as an example a well-known stanza of which the melody and the pathos, even after a professor has done his worst with it, still linger in the mind.

The boast of heraldry, the pomp of power,
And all that beauty, all that wealth e’er gave,
Awaits alike th’inevitable hour: –
The paths of glory lead but to the grave.

Now follows the professorial analysis.

Boast. How you distinguish boast from boost?

Would it be an improvement to say, “The boost of heraldry.” If so, why?

Heraldry. What is the Greek for this?

All that beauty. Question: – all what beauty?

Awaits. What is the predicate and what is predicated?

Lead but to. What is the difference between *but to* and *but in*? Which is preferable here?

Final Question. Write of the life of the poet Gray, being particular to remember that his grandfather was born in Fareham, Hants, or possibly in Epsom, Salts.

Somehow one feels that this is not quite satisfying. For many of us indeed a number of the greatest masterpieces of literature are forever hopelessly damaged by our having studied them in a literature class. I recall here particularly Tennyson’s verses, written just at the close of his life, waiting to “cross the bar,” his wearied eyes looking out already from his seaside home in the Isle of Wight to horizons infinitely far.

Twilight and evening star
And one clear call for me,
And may there be no moaning of the bar
When I put out to sea.
But such a flood as, moving, seems asleep
Too full of sound and foam
When that which drew from out the boundless deep
Turns again home.

These verses seem to me the last word in poetry, the absolute proof of the sublimity of its reach – beyond prose. Our measured life is pictured in the moving flood, moving never to return.

But I have never felt that my appreciation of the poem – which appeared in my college days – was heightened by the notes I took on it in class. I have them still. They read.

Twilight. At what time is it twilight in Hampshire in June?

Evening star. Explain the phenomenon and show there is nothing in it.

Moaning of the bar. How was the bar regulated in Tennyson’s time?

But yet all this doesn’t mean that education is futile and throw away. What happens really depends upon a man’s self. If, after graduation, he sits down and broods over his education, why, naturally it will impair his mind.

But it is his duty to be up and doing when he leaves college, forget all about his education, act as if he never had any, cultivate bright thoughts and cheerful ideas and he will soon find himself on the level of those about him.

Then as time goes on, more and more he will acquire that comfortable feeling that after all he has got in his education a *pons asinorus* that no one is going to take away from him.

2. My Discovery of England Oxford as I See It (abridged)

by S. Leacock

My private station being that of a university professor, I was naturally deeply interested in the system of education in England. I was therefore led to make a special visit to Oxford and to submit the place to a searching scrutiny. Arriving one afternoon at four o'clock, I stayed at the Mitre Hotel and did not leave until eleven o'clock next morning. The whole of this time, except for one hour spent in addressing the undergraduates, was devoted to a close and eager study of the great university. When I add to this that I had already visited Oxford in 1907 and spent a Sunday at All Souls, it will be seen at once that my views on Oxford are based upon observations extending over fourteen years.

On the strength of this basis of experience I am prepared to make the following positive and emphatic statements. Oxford is a noble University. It has a great past. It is at present the greatest university in the world; and it is quite possible that it has a great future. Oxford trains scholars of the real type better than any other place in the world. Its methods are antiquated. It despises science. Its lectures are rotten. It has professors who never teach and students who never learn. It has no order, no arrangement, no system. Its curriculum is unintelligible. It has no president. It has no state legislature to tell how to teach, and yet – it gets there. Whether we like it or not, Oxford gives something to its students, a life and a mode of thought which in America as yet we can emulate but not equal.

It has hardly been due to anything in the curriculum or programme of studies. Indeed, to anyone accustomed to the best models of a university curriculum as it flourishes in the United States and Canada, the programme of studies is frankly quite laughable. Hardly a single professor at Oxford would recognize a dynamo if he met it in broad daylight. The Oxford student learns nothing of chemistry, physics, heat, plumbing, electric wiring, gasfitting, of the use of a blow-torch.

Strange though it seems to us on this side of the Atlantic, there are no courses at Oxford in Housekeeping, or in Salesmanship, or in Advertising, or on Comparative Religion, or on influence of the press. There are no lectures whatever on Human Behaviour, on Altruism, on Egoism, or on the Play of Wild Animals. Apparently, the Oxford student does not learn these things.

The effect of the comparison is heightened by the peculiar position occupied at Oxford by the professor's lectures. In the colleges of Canada and the United States the lectures are supposed to be a really necessary and useful part of the student's training. At Oxford it is not so. The lectures, I understand, are given and may even be taken. But they are quite worthless and are not supposed to have anything much to do with the development of the student's mind.

It appears, further, that the professors themselves are not keen on their lectures. If the lectures are called for they give them; if not, the professor's feelings are not hurt. He merely waits and rests his brain until in some later year the students call for his lectures. There are men at Oxford who have rested their brains this way for over thirty years: the accumulated brain power thus dammed up is said to be colossal.

I understand that the key to this mystery is found in the operations of the person called the tutor. It is from him, or rather with him, that the graduates learn all that they know. Yet it is a little odd to know just how he does it. "We go over to his room," said one student, "and he just lights a pipe and talks to us." "We sit around with him," said another, "and he simply smokes and goes over our exercises with us." From this and other evidence I gather that what an Oxford tutor does is to get a little group of students together and smoke at them. Men who have been systematically smoked at for four years turn into ripe scholars. If anybody doubts this, let him go to Oxford and he can see the thing actually in operation. A well-smoked man speaks and writes English with a grace that can be acquired in no other way.

The excellence of Oxford, then, as I see it, lies in the peculiar vagueness of the organization of its work. It starts from the assumption that the professor is really a learned man whose sole interest lies in his own sphere; and that a student, or at least the only student with whom the university cares to reckon seriously, is a young man who desires to know.

The real thing for the student is the life and environment that surrounds him. All that he really learns he learns, in a sense, by the active operation of his own intellect and not as the passive recipient of lectures. And for this active operation what he really needs most is the continued and intimate contact with his fellows. Students must live together and eat together, talk and smoke together. Experience shows that that is how their minds really grow.

If I were founding a university – and I say it with all the seriousness of which I am capable – I would found first a smoking-room; then when I had a little more money in hand I would build rooms; then after that, or more probably with it, a decent reading room and a library. After that, if I still had money over that I couldn't use, I would hire a professor and get some textbooks.

3. Quotations, Proverbs, Sayings, Jokes

It is only the ignorant who despise education. (*Syrus*)

The best education in the world is that by struggling to get a living.
(*Phillips*)

The secret of education lies in respecting the pupil. (*Emerson*)

Only the educated are free. (*Epictetus*)

Genius without education is like silver in the mine. (*Franklin*)

I am always ready to learn, but I do not always like being taught.
(*Churchill*)

A little learning is dangerous thing. (*Pope*)

One is never too old to learn.

Don't tell tales out of school.

The teacher asked his pupils to write an essay, saying what they would do if they had five million dollars.

Every pupil expect little Sammy began writing immediately. Sammy sat idle, twiddling his fingers and watching the flies on the ceiling.

The teacher collected the papers, and Sammy handed in a blank sheet.

"How is this?" asked the teacher. "Is this your essay? Every other pupil has written two or more, while you have done nothing!"

"Well," replied Sammy, "that's what I would do if I were a millionaire!"

A college freshman was being severely criticized by his professor. "Your last paper was very difficult to read," said the professor. "Your work should be so written that even the most ignorant would be able to understand it." "Yes, sir," said the student, "what part didn't you get?"

"If the Dean doesn't take back what he said to me this morning, I'm going to leave college."

"What did he say?"

"He told me to leave college."

Professor: You can't sleep in my class.

Student: If you didn't talk so loud I could.

At a college examination a professor said: "Does the question embarrass you?"

"Not at all, sir," replies the student, "not at all. It is the answer that bothers me."

Professor: Before we began the examination are there any questions?

Student: What's the name of this course?

Student: I'm indebted to you for all I know.

Professor: Oh, don't mention such a mere trifle.

Professor: A fool can ask more questions than a wise man can answer.

Student: No wonder so many of us fail in our exams!

Father: Why were you kept in at school?

Son: I didn't know where the Azores were.

Father: Well, in the future just remember where you put things.

Teacher: The Earth has a considerable attractive power; that power is known as gravity. It is, in fact, the law of gravity which prevents us from being thrown off the Earth as it revolves.

Scholar: Please, teacher, how did we keep on the Earth before the law was passed?

The more we study, the more we know.
The more we know, the more we forget.
The more we forget, the less we know.
The less we know, the less we forget.
The less we forget, the more we know.
So why study?

IV. GLOSSARY

abolish	отменять
able	способный
acquire	приобретать
acquisition	приобретение
adolescent	подросток
agility	подвижность
mental agility	живость ума
antiquated	устарелый
appreciation	понимание
assumption	предположение
benefit	приносить пользу
boast	зд. слава, гордость
boost	толчок, стимул
brood	размышлять
call for	призывать
civil servant	государственный служащий
comprise	составлять
conform	подчиняться
consciously	сознательно
curious	любопытный
dam up	перекрывать
dative	дательный падеж
decent	приличный, порядочный
despise	презирать
devoted	преданный
divinity	богословие
dorm(itory)	общежитие
dump	свалка, дыра
elude	ускользать
emulate	подражать
erudite	эрудированный
extend	расширять
fierce	яростный, страшный
flourish	процветать
foam	пена
futile	тщетный
genitive	родительный падеж
get on with smb.	ладить

grave	могила
handicraft	рукоделие
heighten	усиливать
heraldry	геральдика
humiliate	унижать
hydraulics	гидравлика
hypotenuse	гипотенуза
illiterate	неграмотный
impair	ослаблять
induce	вызывать
indulge in	баловаться
inevitable	неизбежный
innate	внутренний
legislature	законодательные органы
linger	удерживаться
miserable	несчастный, жалкий
moan	стон
nag	пилить
needlework	рукоделие
noble	благородный
obey	подчиняться
omit	пропускать
oppressive	угнетенный
precious	ценный
predicate	сказуемое
prescribed	рекомендованный
recipient	получатель
recitation	декламация, чтение
recite	декламировать, читать
reckon	считать, полагать
recognition	признание
reflection	размышление
repressive	репрессивный
research	исследование
retrieval	поиск
ridiculous	смехотворный
rigid	жесткий, строгий
ripe	зрелый
rotten	отвратительный
rubbish	чушь, ерунда

scrutiny	тщательное изучение
self-employed	работающий на себя
slip away	улизнуть
socialize	общаться
solid	твердый
spill	проливать, разливать
stanza	строфа
take for granted	принимать как должное
thoroughly	тщательно, основательно
tuck shop	буфет
undeniable	неоспоримый
vagueness	неопределенность
vast	обширный
whitewash	известковый раствор (для побелки)
wistful	тоскливый
witty	остроумный

Set expressions

to do well / badly at school	хорошо/плохо учиться в школе
to skip classes / school	прогуливать уроки/школу
to be on the top / at the bottom of the class	быть одним из лучших/ худших учеников класса
to be the top student in (History)	быть лучшим учеником по (истории)
to be bottom of the class	быть худшим учеником класса
to be loaded down with homework	быть перегруженным домашней работой

K E Y S

Answers to Some Exercises

Exercise 1

1) primary school; 2) streaming; 3) pupil; 4) boarding; 5) examination;
6) teacher; 7) state school.

Exercise 2

A. primary, 5, junior, subjects, sixth, GCE, 3, university

B. comprehensive, subjects, CSE, 16, university

Exercise 3

A. university; B. grammar school;

C. secondary modern school;

D. comprehensive school;

E. public school.

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